

PRE-SERVICE TEACHERS' PERCEPTIONS OF MD WORKSHOPS

Pre-service Teachers' Perceptions of Workshops Based on SLA principles related to Materials Development

Diana Marcela Donoso Pérez

Thesis Director: Julio César Gómez Ph.D.

Universidad Externado de Colombia

School of Education

Masters' Program in Education with Emphasis on English Didactics

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Julio César Gómez Ph.D. Thesis Director

Astrid Núñez Pardo, M.A. Juror

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Abstract

The main purpose of this study was to describe the perceptions of pre-service teachers on the design and implementation of workshops based on the Second Language Acquisition (SLA) principles that are relevant to the design of materials at a private university, in Bogotá (Colombia). Based on the needs analysis conducted, it was evident that pre-service teachers were not informed about the relevant principles of SLA, they expressed their limitations on this matter and showed their need to be informed about the SLA principles. Accordingly, I designed and implemented a pedagogical intervention in which I promoted the use of workshops based on the SLA principles that are relevant to the design of materials. I selected three instruments to collect data: field notes, pre-service teachers' artefacts and interviews. Then, I conducted a data analysis using the grounded theory approach. The findings demonstrated that pre-service teachers were not informed enough about the SLA principles that are relevant for inclusion in the design of materials for their practicum, which did not allow them to improve their comprehension of the topic and also to enhance the materials they created. The results also suggested that the use of workshops based on the SLA principles, which are relevant to the design of materials, using the content-based approach did not contribute enough to pre-service teachers questioning their future roles, not only as teachers but also as possible materials developers, because they did not find them interesting or relevant.

Keywords: *Pre-service teachers, SLA principles, Content Based Approach, materials design.*

Resumen

El propósito principal de este estudio fue describir las percepciones de los maestros en pre-servicio sobre el diseño e implementación de talleres basados en los principios más relevantes de adquisición de la segunda lengua, para el diseño de materiales en una universidad privada en Bogotá Colombia. Con base en el análisis de las necesidades realizado, fue evidente que los maestros en pre-servicio no estaban informados sobre principios más relevantes de adquisición de la segunda lengua, debido a que expresaron sus limitaciones en este aspecto y mostraron su necesidad de ser informados sobre el tema. Por lo anterior, diseñé e implementé una intervención pedagógica en la que promoví el uso de talleres basados en los principios más relevantes de adquisición de la segunda lengua para el diseño de materiales. Seleccioné tres instrumentos para recopilar datos: notas de campo, trabajos del estudiante y entrevistas. Luego, realicé el análisis de datos utilizando el enfoque de teoría fundamentada. Los hallazgos demostraron que los maestros en pre-servicio no fueron bien informados sobre los principios más relevantes de adquisición de la segunda lengua para ser incluidos en el diseño de materiales para su práctica, lo cual no les permitió entender en su totalidad el tema y tampoco mejorar en su proceso de diseño de materiales. Los resultados también sugirieron que el uso de talleres basados en los principios más relevantes de adquisición de la segunda lengua para el diseño de materiales, utilizando el enfoque basado en contenido, no contribuyó a hacer que los profesores de pre-servicio se cuestionaran sobre su papel no sólo como profesores sino también como desarrolladores de materiales, dado que ellos no los encontraron interesantes o relevantes.

Palabras clave: Maestros de pre-servicio, principios relevantes de adquisición de la segunda lengua, enfoque basado en contenido, diseño de materiales.

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Description

This research is targeting pre-service teachers from an undergraduate program, in a private university in Bogotá. In this institution, pre - service teachers did not have an emphasis or a focus on EFL materials design to work with in their classes. It is clear that there is a big need in terms of EFL classroom materials. Three main theoretical constructs shaped the foundations of the investigation in this study: materials development, SLA principles applied to MD and pre - service teachers' perceptions. First, as the pre - service teachers participating in this research study developed their own materials for the classes in the practicum and created them for a specific environment, it was mandatory to also establish their perception of materials development and the SLA principles applied to them. This was stated as the second construct of this study being a determinant aspect of the present research. The research approach orienting this study is the qualitative approach, defined by Denzin and Lincoln (as cited in Pineda, 2003) as a multidimensional focus that centers its attention on the way the researcher interprets or understands the reality. In this respect, Lankshear and Knobel (2004) affirmed that data gathering is a stage to give bases to analyze and interpret the field where the research is developed.

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Content

This document comprises five chapters organized as follows: the first chapter presents, the research problem, including the statement of the problem, related studies, the setting and rationale, the research question, and the research objectives. The second chapter portrays the literature review with the theoretical constructs framing this research study. The third chapter presents the research design, the instructional design and includes a sample of the workshops created. The fourth chapter addresses the findings and discussion. Finally, the fifth chapter presents the conclusions and pedagogical implications.

Methodology

The methodological approaches that strengthen this research study were the communicative approach and the CBA. The communicative competence, according to Brumfit and Johnson (as cited in Plocková, 2010), frames the whole process in the language learning aspect. The workshops for pre - service teachers guide them in the process of developing materials for a specific lesson, framed on the CBI approach. According to Stryker and Leaver (2007), CBI changed the way knowledge was approached in the past, where the explanation was given and then when the learner mastered the theory, so the practice would come. This means that with this CBI approach you learn by doing not necessarily by knowing everything about it in the first place. The formula for CBI is constantly evolving according to the context where it is used and it is a wider and holistic method to teach learners; I can conclude that CBI is a way to give learners the tools to develop their communicative competence within the context of society. As established by Lightbown and Spada (1999), CBI is an approach that focuses on the balance between the use of language and its content, giving the learners the opportunity to have both important aspects in consideration, so they can communicate successfully without forgetting the instructions to learn the content. Stoller (2004) underlines learning through content, and the use of language meaningfully and purposefully to construct knowledge and develop understanding as CBI most salient principles on the matter of Developing Materials.

Conclusions

Regarding my main research question, I can conclude that the use of workshops based on the SLA principles that are relevant to the design of materials, using the content - based approach had a limited impact on pre - service teachers questioning themselves about their future role as teachers and as possible materials developers. The workshops did not act as a tool to enhance their practices in the classroom as pre-service teachers because they lacked information about MD and SLA principles, but it showed that to engage pre - service teachers in the process of learning about this topic it is mandatory to have activities that allowed them to be more motivated therefore more engaged to develop the activities. As Ramos and Aguirre (2014) stated that “in the Colombian context, there is the need to explore the effects of designing materials by Colombian teachers for their specific contexts” (p.). However, the materials created for this intervention did not quite promote the conditions to explore the foundation of MD and SLA principles. On the matter of the enhancement of the EFL classroom materials process, it became evident that there was a need for pre - service teachers to first have knowledge of the theory of MD before applying it to be able to achieve the main goal of this study. Therefore, they just started to consider the principles of MD as important aspects for their EFL classes.

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Introduction

I conducted this research study with the purpose of exposing pre-service teachers to the Second Language Acquisition (hereafter SLA) principles that are relevant to the design of materials to improve the quality of materials used in their classrooms. The Ministry of Education in Colombia 2004, (MEN henceforth), has committed to all citizens becoming bilingual and able to speak English as a Second Language by 2019. Therefore, it has become mandatory to design specific class materials, especially in undergraduate programs, in which pre-service teachers need to be prepared to face the teaching realities of their future teaching contexts. Undergraduate programs curricula do not have an emphasis on designing or developing materials, neither do textbooks nor any specific materials guidelines assigned for teaching an English class, as shown in the case study carried out by Gonzalez (2006) in a private University; where it was evident that little attention is paid to the way students from bachelors programs in language are exposed to the use of materials and that the training process lacks of prompts to be included and investigation of the context where students develop their practicum. Therefore, pre-service teachers must create their own workshops, worksheets or portfolios, for their students to reinforce class topics. This 'creation' usually means a copy and paste job of exercises taken from a textbook(s), or a combination from different photocopies, which are built into one document. Therefore, the main concern of this research study was to explore the perceptions of pre-service teachers from a private university of the design and implementation of workshops focused on the SLA principles that are relevant to the design of materials. These pre-service teachers were doing their teaching practicum. It is expected that their future creation of contextualized materials based on the SLA principles may contribute to the process of educating bilingual citizens. The workshops designed

intended to provide pre-service teachers with resources about SLA principles that could then be used by them to design their own materials.

This document comprises five chapters organized as follows: the first chapter presents, the research problem, including the statement of the problem, related studies, the setting and rationale, the research question, and the research objectives. The second chapter portrays the literature review with the theoretical constructs framing this research study. The third chapter presents the research design, the instructional design and includes a sample of the workshops created. The fourth chapter addresses the findings and discussion. Finally, the fifth chapter presents the conclusions and pedagogical implications.

Chapter I

Research Problem

Statement of the Problem

This pedagogical intervention helped pre-service teachers build self-confidence and self-awareness of the importance of including appropriate and relevant SLA principles in the design of materials. As stated by Tomlinson (2003), lack of training in developing materials leads teachers to conformism and diminishes teachers' interest in going beyond their comfort zone. Therefore, in an undergraduate program, there must be a commitment to fostering motivation towards the need to innovate in the design of materials for EFL classes, since the beginning of the program. The process of guiding pre-service teachers is a way of supporting them to discover a wide range of didactic and methodological resources and strategies to maximize class efficiency, to recognize their teaching context and to encourage meaningful teaching and learning environments. This intervention intended to provide pre-service teachers with theoretical background in the area to foster self-confidence rather than frustration when facing different teaching contexts.

Pre-service teachers implement their practicum in public schools where students do not use textbooks, a situation that implies the use of additional materials to assure the accomplishment of the goals in their classes. Most pre-service teachers make an effort to collect activities from different sources like textbooks, Internet pages, newspapers, and the sort and use them to teach their classes. However, these pre-service teachers generally did not seem to know how to design teaching resources like workshops to foster the four language skills in English. That is why encouraging teachers to include relevant SLA principles in the design of their own

materials focusing on the work with language skills and the specific problems their students have in their classes has become a must.

Materials development is a recent field of study that has gained recognition in the recent years. Tomlinson (2012) stated that:

Given how important language-learning materials are, it is surprising how little attention they have received until recently in the literature on applied linguistics. It was not until the mid-1990s that materials development began to be treated seriously by academics as a field in its own right. (p. 144)

Before this recognition, materials development was immersed in the methodology, and mentioned in the practicum lesson plans only as examples of how the class was going to be developed.

The concepts of Materials Development (MD hereafter) need to enlighten pre-service and in-service teachers in the matter of designing appropriate materials that are both real-life and suitable for the target population and the particular characteristics of the socio cultural context, as presented by Núñez, Téllez, and Castellanos, (2013) who affirmed that “the line on Materials Development seeks to generate...critical thinking that allows the participants to approach the phenomenon of materials development from a more social and political viewpoints” (p. 10). This presents a challenge in the process of investigation of the context to meet the real needs of our society in favor of a real change in the educational system.

It is important to pay attention to the materials teachers are using in their classrooms and the way they can use them to make the most out of them to assure more effective practices.

Ramos and Aguirre (2014) stated, exploring the effects of Colombian teachers' materials creation for their specific contexts has become a need. To achieve the bilingual standards, intended by the

Ministry of Education (2006), special attention to the methodologies used in the classrooms as well as to the commitment to develop and use materials that address the specific characteristics and needs of our students is required. The process of teaching EFL demands teacher involvement in the constant change and evolution of the language, its implications for students, and its impact on the materials implemented in each class.

Surveys and interviews allowed the researcher to know the variety of reasons that have had a major impact while developing materials for pre-service teachers. Some of these reasons are novice teachers' idea of the importance of having new materials created for their specific context, and their willingness to help students improve their performance on a particular skill. Likewise, these instruments showed the obstacles and needs pre-service teachers face in their classrooms, and the way they must adapt their classes to the context of public education. Moreover, in-service teachers only have a few hours per week to teach their classes and along with the need to catch up with all the topics presented in Guide 22 of the Basic Skills Standards for Foreign Languages: English (MEN 2006), materials design becomes a way to address the demands of this English language-teaching context. Moreover, pre-service teachers lack knowledge and awareness of materials development effectiveness, in addition to the fact that the practicum is not designed to boost their desire to develop their own materials.

Research Question

What are the perceptions of pre-service teachers on the design and implementation of workshops based on the SLA principles that are relevant to the design of materials at a private university?

Research Objectives

General objective: To explore the perceptions of pre-service teachers on the design and implementation of workshops focused on the Second Language Acquisition principles that are pertinent to Materials Development.

Specific objectives: (a) to examine pre-service teachers' perceptions on the design and implementation of workshops based on SLA principles related to the design of materials; (b) to assess the effectiveness and suitability of developing and implementing workshops, focused on SLA principles, on pre-service teachers' awareness of the materials as support for the learning process of their students; and (c) to describe the most salient SLA principles pre-service teachers identify as relevant for the design of materials

Related Studies

In this section, the studies presented show the relevance of materials development on different aspects of the teaching and learning process; this is why, I have underlined the specific goals of each study, and its contribution to the current study in terms of the principles of SLA and MD and pre-service teachers' perception of designing materials.

Taking into account teachers' perceptions and MD, a relevant study when working with teachers is the one conducted by Núñez, Téllez and Castellanos (2017). In this study the researchers, presented the process followed by three English teachers who designed materials taking into account the needs of their public and private teaching contexts. This study demonstrated that it is necessary to make up for the lack of materials to cope with the needs of students in their learning process. This study not only contribute to students learning process but also helped the in-service teachers to give their schools' curriculums other perspectives by being critical agents of it and proposing some changes to the structures and the way some issues of

education might be brought to the school. Their conclusion showed that it contributes to change also their perceptions about the way the field topic of Materials Development needs to be addressed to develop contextualized materials for the students and the context.

Likewise, the study carried out by Del Campo (2010) showed the perceptions of teachers about the use of textbooks in a bachelor program and the impact it has in the process of learning a language. The study was carried out in a public university, and the conclusions evidenced that for the participant group the activities in the textbooks accomplish with the learning target and the teaching objectives, since they were appropriate for the target population. The participants also agreed that contents found in the textbooks were not totally suitable for their students because they were not proper for their level of competence. As a conclusion it was evident that teachers used textbooks as their only tool in class and they were limited to use it as their guide for the development of the objectives of the syllabus and little attention was paid to other resources.

Similarly, Duarte and Escobar (2008) conducted a study where they implemented adapted and modified materials to cope with the needs of the students to motivate them in their learning process; they conducted this study in a public University in Bogotá with English student from an undergraduate program. They performed these modifications and adaptations considering the profile of the students, their process and the specificities of their learning context. This study helped the researchers to find sources of motivation for the students throughout the materials used and some complementary material as well; this had a positive impact in the learning of English as a Foreign language. This study relates to mine because it looked for motivation using materials with students from an undergraduate program and consider as an important factor the learning context in their design and implementation of strategies.

Finally, the study carried out by Gil (2011), whose main concern was to assist teachers to develop awareness of the different forms to deliver effective classes. Despite being conducted with a different population, the science teachers designed their lessons considering their students' context. This study took place in a private bilingual school with four science teachers, implementing workshops based on the Cognitive Academic Language Learning Approach (CALLA) model. As the teachers felt more comfortable and confident with the methodology used, it helped them understand the procedure for planning a class, especially, to implementing it effectively. This happened because they created their lessons for their students' context deliberately. During this process, the teachers completed their self-assessment. The researcher conducted a case study and used surveys, field notes, audio recordings, interviews and video recordings to collect all the information required. As a finding, the researchers stated that involving teachers' communicative skills in the process of implementing their lessons to teach sciences made them gain strategies and helped them become more aware of the best way to enhance their students' communicative skills in a scientific context. This study contributes to the present investigation, in the way pre-service teachers need to advance in the design of their lessons, learning strategies and learning styles; and as presented by the author, as one of her most important findings, the teacher could notice that the evaluation process is crucial for assessing their students' learning and personal progress.

Regarding the use of a theoretical framework for MD and teachers' perceptions, Núñez, Téllez and Castellanos' (2012) study highlighted the role of the framework in the process of guiding in service teachers to be materials developers. This study was carried out with nine in-service teachers from Universidad Externado and it fosters their abilities to develop materials by helping the researchers being more aware of the needs students in the master's program have, to

build up self confidence in their transition from teachers to material developers. This study relates to mine in the sense that it collects the perceptions of in service teachers in relationship to the MD framework and its role in in-service teachers' life. The study concludes that the framework of MD contributes to design contextualized and innovative material that reflects the needs of a given population while promoting continuous reflection on teachers' practice and methodologies.

In relation to MD and principles for the adaptation of materials, Rico's (2012) study pointed out that materials development needs specific principles to promote effectiveness in language classrooms. He conducted a study with students of Spanish as a major language from an undergraduate program in a university in the United Kingdom with the aim of promoting intercultural communicative competence in the students mentioned. Although this study does not meet all the criteria for the present study, it is relevant because it presented the way in which students acquire the foreign language and the difficulties they face in the process because of the class course book did not consider the relevance of having activities that allowed students to contrast and compare cultural language differences; which is a major issue related to SLA principles. The study conducted by Rico, proposed relevant principles that allowed the adaptation of materials based on ICC, which strengthen the core of the study according to the relevant principles of SLA taken into account for the present research. Therefore, it becomes a need to bear in mind the SLA principles that are relevant to the context for the design and implementation of the materials and it is also important that course books and programs developers bear these kinds of considerations in mind to enrich the current learning context.

Setting

This research is targeting pre-service teachers from an undergraduate program, in a private university in Bogotá. In this institution, pre-service teachers did not have an emphasis or a

focus on EFL materials design to work with in their classes. This University was created in the 19th century with the intention to offer unbiased learning when the country was going through a critical period. Since then it has been a place that gives the opportunity to everybody to fit in and to express their political thoughts without being judged and feeling safe.

This University is committed to help students become leaders in society, participants in governmental environments, respectful of environment, culture and diversity. The University also seeks to reinforce the characteristics of a good citizen that is respectful of him/her and the other and works hard for equality. The bachelor in languages is a program that has as its core to create awareness of multicultural scenarios and to have teachers that embrace diversity in the best way possible in their classrooms, having that diversity as an opportunity to learn.

In the practicum, there were not enough prompts or guidelines to follow to develop materials. As these pre-service teachers performed their practicum in public schools, finding resources that they could use was a complex task. This is because in public schools there are few guides like Guide 22 of Basic Skills Standards for Foreign Languages: English, released in 2006, that classify students into different levels of English proficiency based on the Common European Framework of Reference (CEFR), provided by MEN, which teachers can use for their classes. The abovementioned framework has established six levels of English Proficiency, (A1/A2/B1/B2/C1/C2) in which each person is placed; the Primer Socialization Workshops (Trans.) “Bunny Bonita”, which is a Project of Strengthening Competencies in Foreign Languages. A backpack with supplementary materials for English Learning and Teaching in Primary Schools, called My ABC English Kit and the Program English for Colombia “ECO” which is an audiovisual material to promote access to quality education for communities in the most remote places from the country (published in 2011).

Rationale

The present study emerged from the need to motivate pre-service teachers to become materials developers due to the lack of contextualized materials available for implementation in the practicum. It is clear that there is a big need in terms of EFL classroom materials. This need becomes evident when pre-service teachers start teaching a new topic in class, and some of them do not have information technology resources to support their teaching practice; others do not even know about the availability of the materials to support their students' learning process in the school context.

This research study developed into a contribution for motivating pre-service teachers to engage in the process of developing materials and become materials developers, since seminars on MD are not given in this private university. The current study provided pre-service teachers with a guide in the materials development field as both practical and theoretical endeavors to take into account and include SLA principles that are relevant to the process of designing materials and focusing on the specific characteristics of their teaching context.

Developing materials is a challenging task for pre-service teachers, as it demands rethinking and evaluating what they know about the processes involved in teaching and learning EFL, which in turn, requires contextualized materials for meaningful learning. Therefore, this research study had special relevance for pre-service teachers, by contributing to the reflection of their role as materials developers in public or private education. For the private university where this research took place, it represented a first impression of what the program may implement to foster pre-service teachers' capability of developing materials and help to start thinking about how to include a seminar or a subject related to relevant aspects of MD. In relation to the research Line on Materials Development and Didactics, ascribed to the research group Critical

Pedagogies and Didactics, of Universidad Externado de Colombia, this study may strengthen the master's program by continuing to do research, and enhance materials development for future teachers. This research study will also contribute to the quality assurance and professional development, presented by Nuñez, Tellez and Castellanos (2013), as “an approach to professional development that would allow teachers to assume their social and human roles in education.” (p. 8). In the sense that it gives elements to the students of the master's program to be a referent in the process of research about the importance of materials development and the perceptions of pre-service and in-service teachers in the future.

However, in my opinion there is a weakness when it comes to materials development at the beginning of the master's program, in that there is no provision of wider cross-curricular subjects that could contribute to the efforts made in the subject of research. Finally, for the author, this study contributed to the process of designing contextualized materials for those who are starting their teaching path and encouraged me to keep doing research in this field.

Chapter II

Literature Review

Three main theoretical constructs shaped the foundations of the investigation in this study: materials development, SLA principles applied to MD and pre-service teachers' perceptions. First, as the pre-service teachers participating in this research study developed their own materials for the classes in the practicum and created them for a specific environment, it was mandatory to also establish their perception of materials development and the SLA principles applied to them. This was stated as the second construct of this study being a determinant aspect of the present research. For the third construct, the attention was centered on pre-service teachers' perceptions.

Materials Development

MD as a field of study. Materials Development as a field of study is the result of the engagement of teachers in the process of language teaching and learning. As established by Tomlinson (2012), "Materials for language learning' will be taken to be anything that can be used to facilitate the learning of a language" (pg. 143). According to this, it is very important to encourage teachers to realize that in their classrooms they should take forward actions that foster the design of materials on a daily basis, having a special effect on the process of learning of their students. The author further asserted that "'materials development' refers to all the processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research" (pp. 143-144). Thus, for the purpose of this study MD entails designing the materials, using them in an EFL context, and exploring pre-service teachers' perceptions on the usefulness of SLA principles that underpin their development.

There are not many Universities that regard Materials Development as a field of study, neither in their undergraduate programs nor in the specialization or Masters' Programs. For instance, at Externado University of Colombia, it is a recent field of study within the English Didactics Master's program; which came about as a result of the concerns of some researchers. These researchers Núñez et al. (2013) developed a proposal for the University where they highlighted the importance of having a research line on materials development that "seeks through the practical exercises of developing materials, to have the participants make more inclusive didactic proposals to respond to the country's agenda" (p.7). These kinds of studies aroused curiosity in teachers to explore their options as teachers, researchers and learners as well, guiding them in the field of designing contextualized materials to meet their students' needs and the context in which they serve as teachers.

Pre-service teachers needed to develop a process of reflection that helped them internalize the differences within the context of their population, so they could consider all the variables needed to be able to choose the proper materials to benefit them.

As stated by Núñez and Téllez (2015):

What reflection represents in the selection, creation, or evaluation of materials is a learning opportunity for teachers to ponder learners' needs, language learning and teaching theories, principles of second language acquisition (SLA), syllabus design with meaningful and engaging content and activities, application of learning strategies, opportunities for output activities and intended outcome, and creation of effective learning settings. (p.101)

Reflection is an important process in the design and implementation of materials, because this process helps the researchers to analyze all the variables to be considered when designing any kind of material and also the variables implied in its application.

With respect to the aspects that interplay MD, there are different kinds of factors that have an impact on the process of learning, which a teacher or a researcher must take into account when designing materials; this means not limiting only to the content to focus on learning but also to focus on the importance given to the context of students' and their personal settings. In the matter of essential conditions to develop materials, Núñez, Castellanos, Ramos and Téllez (2009) highlight the importance of the role of affection to motivate students. This insight fosters researchers' awareness of the major impact of these factors on the students' learning process, in contrast with materials centered on language patterns. Neglecting students and teachers' emotions, perceptions and human conditions when designing materials; yields poor results, which are evident in the process of implementation.

Taking into account the previous facts, it is also important to keep in mind that in the process of designing materials centered on the context and many other factors of students' life, it is mandatory to follow a process and to have an organized way to proceed. For that reason, some authors like Núñez et al. (2009), remarked the following stages in the process of materials development scaffolding:

- (a). Carrying out a needs assessment or analysis as the starting point to select class topics according to the students' needs and interests, and design appealing materials to encourage learners to participate in class activities; (b) identifying the approach or method and design on basis of needs and interests, and considering students' learning styles; (c) determining the general goals and objectives of the course to get expected results and

assure meaningful learning.; (d) designing the syllabus, organize it or build it, making adjustments to meet students' needs and expectations; (e) developing the materials involving students and encouraging them to interact with their partners; (f) revising and evaluating the materials to make necessary changes and improve quality; (g) piloting the material as part of academic teamwork to increase institutional and professional growth; and (h) making adjustments to adapt materials to the students' needs. (p. 28)

The preceding requirements help teachers keep a more organized process and assure the progress and effectiveness of materials design and their implementation.

When a teacher develops a syllabus, it does not only mean developing a series of stages to follow in class but it means finding a way to integrate what students need to learn and do and how they will achieve the goal they have been set. This is the result of analyzing students' context and the realities they face inside and outside the school. Likewise, McDonough and Shaw (2003) underlined the syllabus combined with the context, which means that the syllabus should encompass topics related to the context of the students because it helps teachers define and determine the students' needs and their reasons to learn English. The authors suggest "considering syllabus as the overall organizing principle for what is to be taught and learned" (p. 13). In sum, the syllabus is not isolated, but integrated.

Defining materials. What materials are, considering Tomlinson (1998) and Howard & Major's (2005) SLA Principles for MD, materials should have a series of features, as follows:

- (a) be contextualized to the curriculum, topics, experiences, and realities of the learners.
- (b) Help learners feel at ease and develop self- confidence.
- (c) Have an attractive presentation, appealing and relevant content to the learners.
- (d) Encourage learners to develop learning skills and strategies.
- (e) Foster communication, stimulate interaction and

be generative in terms of language. (f) Provide variety of activities that suits students' different learning styles and emotions. (g) Link to each other to develop a progression of skills, understandings and language items. (h) Have appropriate instructions. (i) Offer plenty of free practice. (j) Offer opportunities for integrated language use. (k) Be authentic. (l) Provide opportunities for outcome. (m) Draw learner's conscious or sub-conscious attention to linguistic features so that they become aware of a gap between a particular feature of their interlanguage and the target language. (n) Provide instant feedback. (p. 54)

Encouraging students' academic and personal growth and developing materials allows teachers to become more confident and self-conscious of what they really need to teach for an effective class. Tomlinson (2003) affirmed that teachers become aware of their ability to develop materials, although they sometimes convey low self-esteem due to their lack of creativity, energy, and self-confidence. Nevertheless, once they start following the prompts, and reflect upon the principles of MD, teachers realize that they have a great potential to create their own class materials, framed by the principles of materials development suggested by widely experienced scholars; therefore, they become transformative subjects in the task of materials design.

In this regard, Gómez (2010) asserted that in terms of English textbooks for teaching EFL, books should not be the only resource, and teachers are the ones who should consider which additional materials they will use or develop to reinforce the existing ones, specifically to reinforce those aspects not included in textbooks. These materials should reflect a number of features to make them original and applicable to a specific context. For example, features related to the cultural differences have direct impact on the process of students who are developing individual competences. The use of language must also be imaginative and artistic; therefore, not

limited to the use of a class book, which does not explore the communicative competence at its finest. It should then encourage students' interaction, both in oral and written production of texts and even their staging, reading different types of literature from short texts, through cartoons, novels, poems, and even complex texts.

Materials are not only limited to being informed by the contents needed to be taught, they are also intended to accomplish different cultural aspects as presented by Rico (2010) who said that "materials are culturally loaded and are influenced by social context" (p. 141). This means that materials cannot be the same for all situations, they need to be renewed according to the sociocultural changes of countries and years; and social development and changes must be reflected in the materials development as well.

Broadest taxonomy of materials. It is important to mention the two categories that encompass materials; authentic vs. non-authentic materials. They are both relevant in the process of teaching and learning and they are defined and used according to the needs of the context. In Montijano's (2014) words, "Authentic materials are those not produced specifically for language teaching purposes" (p. 281). These materials are those that were not created to teach, like newspapers, readings, articles, poems, songs, etc. but those where a teacher finds an opportunity to teach. Authentic Materials have been an issue that has its followers and detractors as stated by Gilmore (2007):

The debate over the role of authenticity, as well as what it means to be authentic, has become increasingly sophisticated and complex over the years and now embraces research from a wide variety of fields including discourse and conversational analysis, pragmatics, cross-cultural studies, sociolinguistics, ethnology, second language

acquisition, cognitive and social psychology, learner autonomy, information and communication technology (ICT), motivation research and materials development. (p.2)

This need of establishing the meaning and validity of the authenticity of materials has allowed a wider perception of its meaning and its field of study. This has also prompted the importance of considering authentic materials not only from the perspective of one discipline but from several ones regarding this range of action in the process of teaching and learning.

Not only are authentic materials used in EFL classes, but teachers also face every day realities in which they need to create materials suitable for their teaching context and they have to follow the principles of materials development to create materials, that may result in non-authentic materials. According to Montijano (2014) “undeniably the best materials that students may enjoy: personalized, as they cater for different learning styles, and relevant because they respond to the learners’ needs as no other material can do” (p. 281), meaning that non-authentic materials can be of more benefit for students due to the previous research done to contextualize them according to the students’ needs; these materials are specifically designed to accomplish the learning goals in the target language. The workshops designed for the present study were created under the prompts of non-authentic materials according to the pre-service teachers’ contexts and their practicum.

Giving an account of the typology of materials, it can be considered that this typology depends on the focus and use the teachers give to the materials in their classes, as defined by Tomlinson (2012) who affirmed that,

Materials can be informative (informing the learner about the target language), instructional (guiding the learner in practicing the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use

the language) and exploratory (helping the learner to make discoveries about the language). (p.143)

According to the previous definitions the workshops designed for the presented study were instructional, as they provided pre-service teachers with activities that allowed them to practice what they knew about SLA principles and also exploratory because they lead pre-service teachers in the discovery of unknown principles of SLA and their respective relevance to be included in the design of materials for their practicum.

Types of materials. There are different types of materials language teachers develop: lessons, worksheets, workshops, work cards, flash cards, etc. In this regard, Núñez, Pineda and Téllez (2004) stated that materials may be modified or designed with the aim of completing the tasks as units, lessons, workshops, worksheets, among others, to encourage the process of teaching and learning and to foster students' progress in their comprehension and understanding of the context in which they are immersed. In the case of this study, the workshops designed pretended to inform pre-service teachers with the relevant SLA principles to design materials to foster their process of becoming material developers.

Having described the first theoretical construct underlying this study, the next section deals with SLA principles.

SLA principles applied to MD

Having in mind that students are the core of the learning process it is the key to develop appealing and motivating class materials, which yield success. In this regard, Tomlinson (2009) drew attention to five principles of the materials development process, namely:

- a) Give a good number of opportunities for the learners to achieve proposed outcomes in the communicative purposes.
- b) Create or design activities for the learners to use language

instead of just performing specific characteristics of it. c) Propose specific activities that help learners to develop or improve their communicative skills with fluency, and in the correct way to make it effective. d) Make sure that the activities are designed according to the students' context so they can identify themselves in that context and feel confident with their responses (e.g. a text, a need, a viewpoint and an event), in this way things can be clear for them. e) Create a dynamic where all can receive feedback and better that they receive this from their peer with your guidance. (p. 34)

In short, the author envisions the best class atmosphere to foster a new perspective of the conditions to attain students' successful and meaningful learning and growth.

The desire and idea of teachers to implement new materials arises from the result of a thorough analysis of existing materials and how they are appropriate or not to the learning purpose proposed. As explained by Hernandez (2012), the purpose of designing materials comes from the need to handle textbooks fallacies, and strengthen some class topics and methodological strategies to achieve the purposes stated for the course. Nevertheless, the desire of designing materials is not enough, as there are further considerations to keep in mind that represent the biggest challenge. As observed, these features coincide with scaffolding which is featured in Núñez, et al. (2009) and Tomlinson's (2009) principles of materials design. The features are relevant for this study because they represent essential characteristics for designing appropriate workshops to guide pre-service teachers in the enhancement of EFL classroom materials.

Salient approaches for SLA. There are several approaches with big impact on students' process of learning and those approaches have come out of assessing the influence they have on students. Bolitho et al. (2003) and Tomlinson (1994, 2007b) presented a *language awareness approach* centering its attention on learners' encounter with a text and how they go through it

comprehensibly; then they started to analyze it from their own point of view to discover by themselves how to use the language as this use is presented in the text and according to the context. Masuhara (2006) and Tomlinson (2001b) recommended *multi-dimensional approaches* that can help learners to make visually descriptive or figurative language in the process of developing materials and also combine their feelings and emotions to complete a task. All of them are relevant for this study as it is centered in the way pre-service teachers could consider including SLA principles in their materials to be used in the practicum.

Second language acquisition principles. Bearing in mind that students are the core of the learning process it is key to develop appealing and motivating class materials, which yield success. In this regard Tomlinson (1998), presented a series of principles that need to be taken into account, those principles are:

1. Achieve impact through novelty, variety, attractive presentation, and appealing content.

This principle remarks the importance of knowing the population when materials are going to be implemented since they have to cope with students' interests to be more effective and have a higher impact on them.

2. Help learners feel at ease. SLA research has revealed that students seem to learn more and in shorter time when being relaxed and comfortably engaged in learning activities. (Dulay, Burt and Krashen (1982)
3. Help learners develop self-confidence, make them feel comfortable and confident helping their learning process to become efficient. (Dulay, Burt and Krashen, 1982)

These two principles remark the importance of the atmosphere created for students which should be taken into account when developing materials so that students' feelings are affected positively and can become self-confident as part of their process of learning.

4. They must be perceived as relevant and useful by the learner.

The principle above remarks in some way the importance of the contextualized materials. This refers to the contents that must have some relevance for the students to be more appealing for them.

5. Facilitate student self-investment, which aid the learner to make efficient use of the resources to facilitate self-discovery.
6. Readiness: Krashen, (1985) asserts that there is a need for a roughly-tuned input, since it features what the learners are already familiar with, but which also contains the potential for acquiring other elements of the inputs which each learner might or might not be ready to learn.

The two previous principles make emphasis on the resources used to promote the development of skills and self-awareness of students; which allowed them more independence and consciousness of their learning process.

7. Draw learners' conscious or sub-conscious attention to linguistic features so that they become aware of a gap between a particular feature of their interlanguage and the target language. Seliger (1979) suggests that helping learners notice the gap between output and input facilitates the acquisition process.
8. Provide opportunities for communicative purposes in L2, fostering thereby language use, not just usage. As pointed out by Canale and Swain (1980) learners

should be helped to automatize their existing procedural knowledge and develop strategic competence.

Both of the above principles highlighted the process of communication and the students' outputs and inputs referred to it. Bearing in mind that it is always essential to allow students to have language exchanges to foster their communicative language competence.

9. Take into consideration that the positive effects of instruction are usually delayed in time (instruction, and exposure for learning to take place) because learners may be able to rehearse the feature, to retrieve it from short term memory or to produce it when prompted by the teacher or the materials, but this does not mean that learning has taken place. Ellis (1990) reports on research on this principle and suggests the need for post-evaluation of materials to find out what learners have eventually learn as a result of using them.
10. Take into account students' different learning styles such as visual, auditory, kinaesthetic, studial, analytic, experiential, global, dependent, independent, etc.

Instructions and learning styles are directly related, because the success of the first depends on the second one. This is one of the realities that are faced by teachers in the classrooms and the fact that the same instruction does not always work for everybody, so the consideration of the context demands that the instructions must be the most suitable ones for all the learning styles possible, to accomplish the main goal of the class or classes.

11. Students' emotions or affective screen. As Dulay, Burt and Krashen (1982) assure, learner's individual motives, emotions, and attitudes display what is presented in the English Foreign Language Class (EFLC), and result in different learning rates and grades.

12. Allow for a silent period at the onset of instruction until learners have gained sufficient exposure to the target language and confidence in understanding it.

Principles 11 and 12 are related to 2 and 3 in the sense that they considered the emotional aspects of the learning process of students, by making them a relevant part of the instructions given and materials chosen for the class.

13. Stimulate left and right brain lateralization through intellectual, aesthetic and emotional involvement. While the left side of our brain processes speech, analysis, time, and sequence, and recognizes letters, numbers, and words, the right side processes creativity patterns, spatial awareness, and context, and recognizes faces, places, and objects.
14. Offer plenty of free practice. As Ellis (1990) asserts, controlled practice seems to have little long-term effect on the accuracy required to perform new structures. Besides, Ellis and Rathbone (1987) point out that it has little effect on fluency.
15. "Provide opportunities for outcome feedback" (Núñez & Tellez, 2009, p. 3).

And the first three principles envisioned the best class atmosphere to foster a new perspective of the conditions to attain students' successful and meaningful learning and growth.

The principles mentioned above facilitated the design of contextualized materials and also allowed a better understanding of the process and particularities of the learning process of students, that is why they became relevant for pre-service teachers to be informed in their process of designing materials.

It is important for the selection of the appropriate SLA approach to take into account all the students' needs and the achievements expected. According to Núñez and Téllez (2009), the

conformation of a second language approach must be linked to the conscious application of strategies that proves to be novel for students; matching their needs as described by Vygotsky (1978) from the theories of learning and the construction of knowledge. This application of strategies is not effective in all cases; this depends on the capacities or skills of the student; and learning styles vary from student to student; some are given more visual tools, others auditory, experimental; among others. So, the role (or roles of teachers) lies in finding out and providing the means to build knowledge, promote and stimulate the emotions, and give feedback on the results of the process of teaching the second language.

So far, the second theoretical construct has been defined; following is the description of the pre-service teachers' perceptions.

Pre-service Teachers' Perceptions

The first aspect to consider is the way in which teachers approach their students and the way they present the topics that will be taught. Núñez, Castellanos, Ramos and Téllez (2009) agreed that motivation is the key in the teaching and learning processes. When students feel motivated, they are willing to learn and overcome the possible obstacles and barriers built by their teachers, who may have wrong assumptions about students' lack of ability to learn a foreign language. In addition, Núñez et al. (2009) refer to the learning process as an enjoyable process; it means that it does not have to be a source of stress, but a fun and productive procedure. In Núñez and Téllez (2009) teachers need to be "reflective, resourceful and receptive (RRR)" (p. 174), which means that they ponder the activities they create, exploit their creativity by designing challenging activities, and receive and incorporate feedback to improve them. Teachers must be aware of the change they are making through their effort to create and use their own materials to increase students' motivation and achieve meaningful learning.

Teachers need to find motivation to develop innovative materials; they can find this motivation in the students' reaction to the application of the materials. In terms of developing materials, Aguirre and Ramos (2014) stated that encouraging teachers to create materials for the development of their classes involves three key aspects: the reasons, benefits and challenges. In addition, they highlighted that one of the main reasons for focusing on the development of materials is that students show themselves more committed to their learning. Creating contextualized materials has a major impact on issues of inclusive education and the integration of parental involvement in the learning process of students. Materials design presented as an important process for both students and teachers strengthen teachers' inquiry drive as they learn to observe the specificities of the educational context in which they work. Besides, it allows teachers to become more aware of the learning process their students go through.

Even though pre-service teachers can build a strong perception about their roles as future teachers, this is affected or influenced by some factors around them, that are immersed in their learning context. According to Kilik (2014), the perception of pre-service teachers about teacher knowledge is based on the following aspects: Pedagogical Knowledge, Pedagogical Content Knowledge, Curriculum Knowledge, Content Knowledge and Knowledge of Students and in the overall process it appears to be high but fluent and variable according to different factors. The conclusions of Kilik showed that pre-service teachers in general have a high perception of their process of learning but this perception is affected by different factors like their career plans, the classes they attend and their content and about their perception of the quality of the program they are undertaking too.

Besides the factors mentioned above, pre-service teachers consider that the reality and context where they are going to develop themselves as professional teachers can have a bigger

impact in their process of learning. In this regard, Brown, Lee and Collins (2015) pointed out that pre-service teachers' perceptions of preparedness and sense of teaching efficacy increase to a high level and they are linked in that the process changes according to the challenges they face in their practicum along their journey to become professional teachers. It is important to underline that in this study with pre-service teachers, three main factors came about: an opportunity for hands-on teaching, the opportunity to observe experienced teachers, and the relationship with their cooperating teacher. The factors mentioned influenced the process of preparation to face the professional world and the sense of confidence new teachers experience when facing new teaching environments; those factors combined have a major impact on the sense of efficacy and preparedness pre-service teachers may have. In the process of studying that a pre-service teacher goes through, there are different kinds of aspects that can be determinant in the way they approach the world of teaching, influenced by their experiences and others' experiences.

Other aspects that have been explored with pre-service teachers that are worth mentioning, include pre-service teachers dealings with challenging behaviors, students with special needs, pre-service teachers' efficacy perceptions and attitudes towards computer programming, participation and perception of pre-service teachers on live chat classes on Twitter, and perception and preparation to be able to teach different subjects in primary school.

Regarding pre-service teachers' dealings with challenging behaviors, Buttler and Monda-Amaya (2015), suggested that most of the students that presented these kinds of behaviors have a background of difficult situations in their development and found that there are other cognitive issues that must be analyzed and considered to help them improve their behavior.

According to Lou, Sickel y Cheng (2017), Live Chats as Personal Learning Networks contribute to the process of learning because students feel more comfortable, but there are some

other factors that are left aside and this could mean that aspects such as grammar issues are not taken into account, they are very meaningful for the communication purposes of a class, but they do not pay attention to other aspects that are relevant in the learning process of students.

Regarding students with special needs, Forlin and Chambers (2011) underlines that the preparation they receive to face the different needs is a good tool to help in the learning process of this population but also raises a concern about the gap between regular students and students with special needs, and the lack of preparation for their families to be able to adopt inclusive practices.

Finally, as explained by Freak and Miller (2017), in some cases pre-service teachers are prepared to teach only basic subjects or one specific subject to their future students, but when they get to the schools they have to face the teaching of different subjects from the ones they were prepared for in the first place, so it represents for them extra preparation and sometimes it can be a stressful matter for them; that is why this raises the concern about their preparedness to do so, and how the bachelor programs build their syllabus to prepare them to teach these aspects.

These studies were also read and considered as information to learn about different perceptions teachers have, in the process of teaching and learning and their interaction with different situations from daily school life. They might be worth reading to collect information about other issues that concern pre-service teachers and in-service teachers while developing materials based on SLA principles.

After explaining these constructs relevant for the present study, the methodological design is presented.

Chapter III

Methodological Design

In this chapter, there is a presentation of the research and instructional designs.

Research Design

This section describes the research approach, the type of study, the participants and the instruments for data collection that seek to inform pre-service teachers about the SLA principles that are relevant to the design of materials using workshops designed with the CB approach.

Research approach. The research approach orienting this study is the qualitative approach, defined by Denzin and Lincoln (as cited in Pineda 2003) as a multidimensional focus that centers its attention on the way the researcher interprets or understands the reality. These results allow the researcher to find meaning of the matter studied, by establishing a connection between the theory and the context of this research study. The characteristics of this research approach make it appealing for the implementation of the present study because it contributes to the objectives presented; it also gives the stages to focus on, while the researcher analyzes the content and the context.

Additionally, Richards' (2003) view is that qualitative research is very rigorous because it demands paying close attention to every aspect in a systematic way and it entails precision and deeper investigation about the facts concerning the research. More importantly, it centers on the person and his/her particularities, which are relevant when talking about a language-teaching environment because those specificities about learners allow researchers to have accurate findings to help learners improve their process. As this is not only focused on the numbers and statistics, it demands the researcher to be engaged with the aim of the study, and it makes the voice of the researcher to be present and vivid in the investigation.

Type of study. For the type of study, action research was chosen as it best suits the needs of this research study to achieve the goals intended. According to Donato (2003), action research proposes changes and intends to make people aware of the possibilities to improve their practices. This also helped the monitoring of the progress made by the pre-service teachers in their process of developing workshops based on the SLA principles that are relevant to the design of materials. It is associated with my research study in that it concerns includes pre-service teachers' possibility to develop their classes and helps them familiarize themselves with the SLA principles that are relevant to the design of materials to better inform them in their process of starting their job as teachers. For the concerns of the present study, Kemmis' and Mc tagger's (1988) stages were taking into account as the cycle of action research. This is presented in the following Diagram.



For the first stage, I designed three workshops according to the construct proposed in this study. In the second one, the implementation was conducted, developing pre and post activities. For the third stage I gathered the data required through surveys, field notes and student artefacts, and for the last stage, I made the corresponding reflections about the analysis of the implementation and the plan proposed.

Participants. The participants of the present study were 11 pre-service teachers, and the MD instructor as a researcher.

Students. There were 11 pre-service teachers developing their practicum in this private university. This is an eighth semester class of the bachelor in languages with students attending classes during the week at the School of Education of the University and developing their practicum in a public school according to the University's policies. Students were selected to begin their practicum and participate in this research study aimed at providing them with clear parameters to design materials according to the students' grade and context. I noticed that this was a major issue when starting a job as a teacher. There is a lack of consideration of the big impact it has on the first contact a teacher has with any population. Having the insight about the principles and materials development helps pre-service teachers prepare themselves to design materials and to be aware of what they can add or include in some lessons planned on predetermined materials. The sampling technique that I used to select the participants was the convenience sampling technique that as explained by Gravetter and Forzano (2012), it is the matter of having existing participants that are willing to contribute and exchange experiences under a common research condition in a common space. According to this, the eleven pre-service teachers from the same class and program took part in this experience.

Teacher-researcher and text developer. As a facilitator of the activities, I guided the process in which the pre-service teachers discovered most of the features to design materials. As a researcher I intended to achieve the goals proposed for my research questions by gathering pre-service teachers' perceptions of the contextualized workshops focused on SLA principles relevant to MD. My role as a materials developer involved creating three workshops, based on a previous selection of topics related to the SLA principles that framed the language learning process.

Being aware of the pre-service teachers' needs helped me to create materials that helped them to overcome some of the difficulties in their development process, from which they had a very specific perception of their role as future teachers and materials developers.

Data gathering instruments. The instruments I used to collect the information were students' artefacts, interviews, and field notes. In this respect, Lankshear and Knobel (2004) affirmed that data gathering is a stage to give bases to analyze and interpret the field where the research is developed. These processes of data gathering can help researchers find the explanation to certain problems or issues presented in the classroom. This process underlines that data are not just there in the field. The researcher must detect information through a rigorous and selective observation. In addition, an important fact that is necessary to be considered, is that the information is shaped through the process of the observation according to what is in the lens of the researcher, and could be relevant for the study.

Students' artefacts. In this particular study, artefacts refer to the activities pre-service teachers developed in the workshops that reflected their understanding or comprehension of the SLA principles that are relevant to the design of materials. As indicated by Hatch (2002), "these might include school records, official documents, children's work, lesson plans, parents' newsletter, or any material used in the setting being studied". In the present study pre-service teachers' artefacts are the result of the hard work they did on the implementation of the three workshops. They compiled different kinds of complementary resources, like posters, drafts, sketches and notes to improve their tasks.

Field notes. This instrument (See Appendix A) is helpful to register a wide range of facts and allowed the identification of relevant aspects in the process of analysis of the data collected; it gave the researcher the possibility to find relevant details in the process of systematization.

According to Mack, Woodsong, Mac Queen, Guest and Namey (2011), field notes allow to evince:

- casual and structured observations • verbatim quotes • paraphrases of participant responses • interview and focus group backup documentation • the researcher's questions
 - questions, conclusions, and observations discussed during the staff debriefing sessions.
- (p.84)

In other words, field observers can cover the most relevant aspects of measuring the impact of the research study.

For the purpose of this research, it is important to register the procedure on how pre-service teachers interact in their classes using the materials delivered. According to Wolfinger (2003), when the researchers, face the process of taking field notes they have to deal with decisions such as the sequence to register observations, which categories to include in the process, and how to prioritize relevant aspects as the focus for the purpose of the observation. Finally, Wolfinger (2003) asserted that the technique used in field notes collection influences the way data are gathered and organized.

Interviews. This instrument was taken into account because it was important for the researcher to collect the insights of pre-service teachers and interviews allowed the inquiry of the specific details of peoples' perceptions that was important with reference to the workshops implemented. As established by Kvale (1996) a qualitative research interview searches for the way to cover the interviewers' perception of a certain matter, nevertheless most of the time it is more difficult to design and develop an interview to accomplish this goal. This instrument (See Appendix B) provided the study with the details needed to determine what the pre-service teachers did not know about materials design and to know what they found useful to design

materials. It means that the contribution of the interviews had a direct impact on the workshops created in this study, so they were applied at the end of the implementation of the three workshops, and included questions related to the topics students studied in the workshops. .

Instructional Design

Undergraduate students in education programs do not always have the proper orientation for the process of designing materials in their classes or at least the chance to analyze existing materials before going to their first lesson in a classroom. Most teachers study different theories about education without considering the school context to bring them into practice. Therefore, when pre-service teachers face the real atmosphere of the classroom, they are not able to manage a teaching activity. On basis of these circumstances, there is a need to include a subject matter on MD to inform pre-service teachers in the process of identifying the suitable principles of SLA in the designing of materials for their school context.

Pedagogical intervention. The pedagogical intervention developed in this study was to design and implement three workshops based on SLA principles relevant to the design of materials. This research study aimed at making pre-service teachers aware of the importance of designing materials for their teaching context. As there is not an emphasis on materials design in the practicum, pre-service teachers do not always consider the creation of materials as a relevant issue. On this basis, the current research study intended to provide pre-service teachers with the SLA principles that are relevant to the design of materials practicum and to make a major impact on their professional development. This is also based on a class observation done during the development of the practicum, with the intention of knowing not only their current teaching practices, but also to analyze which SLA principles could be more suitable for the workshops. The three workshops created engaged students in the performance of practical exercises in which

they showed their understanding and application of the SLA principles that are relevant to the design of materials.

Each workshop was divided into two sections: the first one that has all the content required according to the Content Based Approach (CBA henceforth); and the second one was subdivided into four sections that contained the practice of the four skills of language applying the theory presented in the first section. Subsequently, these activities were presented in the following form:

First identifying key vocabulary about the topic presented, second writing and reading activities explaining the comprehension of the theory presented, listening activities linking content to different theories and speaking activities that allowed them to interact.

In this research study, the materials produced by the researcher and used by pre-service teachers in the practicum, were the first outcome; and the materials produced by the pre-service teachers were part of the assessment of the impact of this innovation. To reach these outcomes the CBA was used considering that this approach is centered on the process of learning by doing; not necessarily by knowing everything about it in the first place, as established by Stryker and Leaver (2007).

The second language acquisition principles that were considered in the design of the three workshops were presented by Tomlinson (1988) and those were: Help learners feel at ease. SLA research has revealed that students seem to learn more and in shorter time when feeling relaxed and comfortably engaged in learning activities. This means that learners or specifically participants need to be comfortable and relaxed when doing the activities which will result in increasing their confidence in the process of development and also in achieving a better outcome.

The second principle was to provide opportunities for communicative purposes in L2, thereby fostering language use, not just usage. As pointed out by Canale and Swain (1980) learners should be helped to automatize their existing procedural knowledge and develop strategic competence. The strength of the use of the competence helps participants to become more conscious about their command of the language and the way it is properly used for communicative purposes.

The third principle was to offer plenty of freer practice. As Ellis (1990) asserted, controlled practice seems to have little long-term effect on the accuracy required to perform new structures. Besides, Ellis and Rathbone (1987) pointed out that it has little effect on fluency. For these participants freer practice was an opportunity to express points of view more than to practice fluency; this kind of practice aimed for them to share the differences and theories on the different aspects of teaching that they knew or would like to know.

Instructional objectives. The main objective of the pedagogical strategy was to design and implement three workshops based on the SLA principles that are relevant to the design of materials to inform pre-service teachers' classroom materials by following the Content Based Instruction approach. There are three specific objectives framing the pedagogical strategy of my research: (a) to sensitize pre-service teachers on the genuine needs of the students within their teaching contexts where they do their practicum; (b) to help pre-service teachers to reflect on the SLA principles that are relevant to the design of materials; and (c) to make pre-service teachers aware of relevant SLA principles to inform their materials.

Intervention as innovation. As an innovation, this intervention presents some insights about the relevant SLA principles to structure the practicum developing materials process for pre-service teachers. Besides, it motivates them to become better observers of the different types of

materials they obtain. Kennedy and Beretta (as cited in Markee 2001) stated that diffusing innovation on the different aspects of teaching practice contributes to teachers' development in that they enhance their knowledge on how to design a syllabus, a curriculum, and especially for this study, on developing materials, because it provides teachers with a set of guidelines to create innovative materials with coherence to their context. This does not only mean that innovation appears exclusively, in the lessons or materials, but in the ways in which a pre-service teacher approaches the inclusion of relevant principles of SLA in their lessons.

Most of the time, pre-service teachers must learn the process while facing this new reality of innovation in each institution where they develop their practice. They learn in the classrooms as learners do, in their practice as novice teachers and throughout autonomous work; and also, they learn every day when they become teachers. According to Beaven (2010), the motivation of pre-service teachers in their learning process and the command of their learning process are directly related to the materials they might create and/or the requirements to do so. It means that teachers need to find materials that are also appealing to them, that can provide them with strategies for implementing these materials in their classrooms and that inform them about the SLA principles they might need or the ones they need to consider to design new materials. This, in relation to the present study allowed the validation of pre-service teachers' perception of the materials.

Consequently, and as shown in Núñez et al. (2012) they need to do an introspective process where they can reflect upon the materials they are creating; even if they are not creating materials in their first approach to the teaching process, they must reflect upon the way they plan their classes and the prompts they must follow to achieve a result. After this reflective stage of teaching, they must face real practice, where they learn by doing and receiving others' feedback.

With this in mind, the feedback they receive helps them analyze the materials or lessons they have created and shows them what to do to improve them. Núñez et al. (2017) also highlighted the process of reflecting on the contexts as a considerable important matter to have contextualized materials suitable for the different teaching environments they faced.

In addition, innovation is a constantly evolving process. As presented by Karavas (1998), it is part of the systematic process of evaluating pedagogical practices since the 1960s, mostly because of the amount of money invested in the development of curricula. That is why nowadays teachers still resent the innovation concept, and so do pre-service teachers since they do not receive any prompts to be innovative. This lack of documentation about the implementation of innovation had a negative impact on the teachers that resisted the concept because all the variables were not considered when interpreting or translating these innovating materials. That is why after a procedure of trial and error, it was determined to establish a context where different language teaching approaches, learners, schools and linguistic process in the EFL acquisition were taken into account. For this particular study, this outcome of revising different variables is valuable in the sense that to guide pre-service teachers, as way of learning new approaches, they need to analyze the context and the different characteristics they are dealing with.

For pre-service teachers, designing materials is new and it seems to be difficult. For this reason, the main goal of this study is to have a positive impact on their practicum, and to enhance their abilities to consider including the relevant principles of SLA in the design of materials for EFL classes.

Theory of the nature of language and language learning. For the purpose of this research, the four visions of the nature of language (Linguistic perspective, Functional perspective, Self-expression perspective and Culture and ideology perspective) have a direct

relation to what this research entails because when guiding teachers to become materials developers, they need to recognize and be aware of these perspectives, as explained below.

In terms of the Linguistic perspective, it is useful as a means to explain what the role of the different categories of the concept of language is. This means that it is necessary to take into account some relevant aspects like: grammar, lexis, vocabulary, inter alia. By doing so, it is possible to find a better way to analyze and present the concepts resulting in a bigger impact for learners, since it is meaningful in their context, as explained by Tudor (2001). The aim of using language for specific purposes is framed around the functional perspective. Hymes (as cited in Tudor 2001), centers his attention on the social context of the language and how this has a direct impact on communication, giving different tones to what is expressed. This will be reflected in every single task done by the users of the language, no matter if it is an academic or professional task. For the self-expression perspective, the role of language becomes more personal; it means a very close relationship between emotion, personal feelings and communication. This is because a person cannot only produce or achieve the goal of the tasks; but must also express how he/she feels about it. In conclusion, "Language learners find a *sense of personal meaningfulness in their language study*" (Tudor, 2001, p. 69). Finally, for the Culture and ideology perspective, it is evident that nowadays, in the process of learning a language, it is not only important to master its grammatical and communicative aspects, but also to be aware of its cultural background. Cultural and intercultural awareness allows the users and learners of a language to have an accurate form of communication, valuing their personal conception and ideologies of a language. This view of language is rooted in the teaching and learning process, as expressed by Tudor (2001).

The criteria given by these four visions of the nature of language are essential for pre-service teachers in their practice, and enrich their role as materials developers, as it broadens their

view of what they can produce for the different contexts they face in their daily life as English teachers.

Regarding the theory of language learning, the four visions of language learning (experiential, analytical, habit formation and the role of affect) frame different methodological learning processes, and the way learners and teachers faced them were linked to this research and enriched it. For example, the experiential learning proofs of permanent communicative tasks done by combining language with experience turned into meaningful communication. The above underlines the importance of the recognition of the role of the student's personal environment in the communicative context to have a better appropriation of the learning as explained by Tudor, (2001). In addition, analytical learning, as a process of using cognitive skills helps learners to gain a better understanding of the procedure to learn a language, and the stages it could involve; but, as Tudor (2001) states, this process does not mean that the communicative purpose counts. The Habit formation, developing automaticity, highlights the role of habit formation, which is key in the process of learning. It explains that with this process, basic abilities will be enhanced; and as Johnson (cited in Núñez, 2011) affirms, both declarative and procedural knowledge need to be combined for the benefit of some foundations that need to be learned in an automatized way. In the last vision, the role of affect, which combines the previous three explained, but includes an important consideration about the feelings and emotions of learners. Furthermore, Tomlinson (1998) underlines the impact of the mood of learners towards a new knowledge and how to retain or forget it, according to the stimulus produced in the student.

These four visions of language learning are crucial for this research, because when pre-service teachers approach the design of materials, they do not think of the material as isolated

resources, but as part of a wider context where the students and their reality are essential and count.

Methodological approach underlying the pedagogical intervention. The methodological approaches that strengthen this research study were the communicative approach and the CBA. The communicative competence, according to Brumfit and Johnson (as cited in Plocková 2010), frames the whole process in the language learning aspect. This vision changed the first conceptions in the process of learning when the most important aspect was to have proper grammar and use of words isolated from the learners' context. As Berns (1984) explained, communication is a personal activity; this means that it must be interactive in all the dimensions of society. What it entails is that communication must relate more to the function and its purposes, than just to the grammatical rules or expressions of language. It is not only important to know how to structure a speech or how to pronounce every single word, but to know how to approach the audience by understanding and expressing meaningfulness with these words.

The communicative approach is a matter that concerns all the aspects in the learning process of students; it helps, to develop or reinforce several skills but sometimes it is not considered as important as it might. Basta (2011) presented the role of the communicative approach as a bigger issue in higher education because it is more important to conceive language as a "dynamic resource" rather than just a "system of rules" which nowadays is widely recognized in the teaching and learning process. This recognition offers learners the skills for the social and academic development they might require.

The workshops for pre-service teachers guide them in the process of developing materials for a specific lesson, framed on the CBI approach. According to Stryker and Leaver (2007), CBI changed the way knowledge was approached in the past, where the explanation was given and

then when the learner mastered the theory, so the practice would come. This means that with this CBI approach you learn by doing not necessarily by knowing everything about it in the first place. The formula for CBI is constantly evolving according to the context where it is used and it is a wider and holistic method to teach learners; I can conclude that CBI is a way to give learners the tools to develop their communicative competence within the context of society.

As established by Lightbown and Spada (1999), CBI is an approach that focuses on the balance between the use of language and its content, giving the learners the opportunity to have both important aspects in consideration, so they can communicate successfully without forgetting the instructions to learn the content. Stoller (2004) underlines learning through content, and the use of language meaningfully and purposefully to construct knowledge and develop understanding as CBI most salient principles on the matter of Developing Materials.

Connection of the pedagogical intervention with the research question. It is necessary to establish a connection between the aspects to be studied and intervened, because it is important to have a successful process to obtain the outcomes expected from the process of learning. As pointed out by Richards (2005), “Connect is based on the notion that generating and maintaining motivation is essential for successful learning. At the same time it must be recognized that any set of working principles so derived must be compatible with the local context” (p.15). This connection depends on the research that is done previously to the implementation, it has to be rigorous and needs to take into account the context in which materials are going to be applied.

The pedagogical strategy of this research study intends to answer the research question: What are the perceptions of pre-service teachers on the design and implementation of workshops based on the SLA principles that are relevant to the design of materials at a private university? To

accomplish this, the three workshops helped pre-service teachers to identify the most relevant SLA principles to design materials through the CBI approach following different activities. The workshops are divided to fulfill concepts into three different aspects, which are SLA principles, and the theory of the nature of language and language learning. The students must use language (reading, writing, listening and speaking), to identify the principles of MD that are applicable to their lessons.

Instructional phases. In the design of this pedagogical intervention the stages allowed, a) the identification of pre-service teachers' weaknesses in their knowledge about materials design, b) the design of the workshops according to their weaknesses and needs, and c) the implementation of these workshops focused on the principles of MD for pre-service teachers to become familiar with content and the principles of CBI for their structure.

Proposed materials development framework. The following MD Frameworks were taken into account to develop this intervention as they were suitable for the purpose intended. Richards (as cited in McDonough & Shaw, 1993) established that we as English teachers must take into account that English has acquired a wider status in society because of its use in communicative purposes, whether as a second language or as a foreign language. In this realization, it was evident the status of English and the remarkable importance that context has in the development of a class and the materials needed for this class. It is important to look beyond individuality to recognize those points in which our different teaching contexts converge and become relevant, whether we work in the same city or in different corners of the globe.

The syllabus cannot be considered as isolated aspect in the teaching learning process and it must be considered as a determinant factor in the construction of knowledge. McDonough and Shaw (1993) also underlined the syllabus as a combined factor with the context, which means

that the syllabus should encompass topics related to the context of the students because it helps teachers to define and determine students' needs and why they are learning English. The syllabus cannot be taken as an isolated factor. It is better to "consider syllabus as the overall organizing principle for what is to be taught and learned" (p 13).

In the process of developing material, the attention has been centered in learners, in their needs and requirements to make the materials suitable for them, but little attention is paid to the teachers' needs and it makes the materials easy for students but difficult for teachers in the sense they do not feel related or taken into account in the activities proposed in them. Masuhara (1998) envisioned the course design procedure, Model X, showed that teachers are a major actor when designing, improving and/or choosing material, this because they would develop the sequence proposed by Model X in a more coherent way. Teachers perform the needs analysis based on their communities and then with the data they gather, they set the specific goals and objectives that will help them improve the particularity found as a weakness and also to strength the abilities that are in good shape, based on this they elaborated the proper syllabus with the corresponding adaptations, methodology and the evaluations that will help them asses the implementation of the syllabus.

Jolly and Bolitho (1998), underlined the significance of *fine-tuning materials* in relation to the needs of learners. This process helps to pay attention to all the details required to fulfil the requirements of the teaching-learning context. As presented by Bedwell (2012) In-house materials has with it a list of advantages, one is that the materials are customized for a specific group of learners. In this process the opinion and contribution of the staff that is going to use the materials in an institution is taken into account. One of the disadvantages might be the time that

is needed to be dedicated to the creation and development of the materials, because it requires paying attention to specificities.

The process of course and materials design proposed by Núñez et al. (2004), proved that the process of developing material should be a well balanced between theory and practice but that they also need to be updated about the changes and evolutions of the topic to inform these aspects in their materials. Materials developers should also keep in mind that it necessary to create a pleasant atmosphere when implementing the materials to activate the prior knowledge. They highlighted that it is mandatory to “a) include clear and short instructions. b) straight forward example, c) avoid being stuffy. d) use legible fonts. e) recreate your activities with visuals. (pg. 135) these in order to make materials more affable for the students that are going to work with them and for the teachers to have more dynamic classes using the material.

In the matter of the essential elements to develop materials, Núñez, Téllez, Castellanos and Ramos (2009), presented as salient the role of affect, the role of motivation, and the teachers beliefs. This, considering that usually when researchers design materials centered their attention on the form, forgetting about the aspects that have major impact on the learning process of the students as the ones presented above. This lack of attention leads to poor results when assessing an instrument and when the results in the process of learning are not the ones expected.

It is important to focus the attention in the way the in-house materials are developed. Bedwell (2012) framework for in-house material shows that one of the main advantages of it is that it is very well informed about the local needs and tries to answer to all of them. In-House material as presented by Bedwell have several advantages for both learners and teachers, because it is created for a very specific population after analyzing it to cope with all the requirements

determined. It also gives the possibility to make modifications while using it according to the process they are carrying out. In-house materials also represent low cost because the developers are locals from the schools rather than external developers that can charge more because they need to do another type of contextualization. Bedwell conclusions about in-house materials are:

The writing process also helps to contribute to a viable end-product, the efficiency of the write, peer-review, pilot, feedback and finalize cycle enables the project to proceed in a predictable and orderly fashion, a strong feedback mechanism means that all criticisms can be dealt with systematically and democratically. (p. 8)

Núñez, Téllez and Castellanos (2012, 2017a) reflect on the role of the framework when developing materials with in-service teachers, and how important it is for these teachers to be aware of the contribution this makes to the needs analysis of the teaching context. Similarly, it contributes to creating original materials, while also comparing and contrasting different learning theories. This study underlines the big impact developing materials has on teachers' professional growth.

Considering the previous MD frameworks and the need of the University where this study was hold, to help students to be aware of the diversity in the classroom and the importance of it in the development of the classes, I proposed the following MD framework for the design of the current intervention. The first stage consisted of finding out about the pre-service teachers' needs and concerns through a survey to identify the concerns and complexities they face in the development of their practicum. Next, I decided to create workshops to inform pre-service teachers about the SLA principles needed to improve their materials. After that, it was necessary to propose some objectives to achieve, to guide pre-service teachers in the development of the workshops. Then, I selected the content the workshops according to the approach proposed. The

next stage was to organize the sequence of the workshops to follow a logical order of content. Finally, the piloting and assessment served me to improve the materials designed for its application, and after doing the assessment, I made the adjustments needed on them, and as a result it helped me to create an appropriate MD framework according to the syllabus of the University and to the contents needed in the implementation.

Defining students' profile. The participants of this study were pre-service teachers from the Bachelors in Languages program, in their practicum semesters: eighth, ninth and tenth. At the beginning of this study, they answered a survey (See Appendix C), which helped in the identification of some of their concerns about MD and their needs in relation to this aspect.

In this survey, a lack of knowledge about the topic was evident and it helped the framing of this research with some principles and stages. Even though the program at this University has different subjects in English, Spanish and French that explore aspects beyond the languages itself, it is clear that there is not a subject matter that presents or enhances some of the aspects of materials development, thus, some pre-service teachers did not consider this subject important at first.

Informed consent. In the next stage, I wrote two kinds of documents (See Appendix D). The first was a formal request directed to the practicum director where this study was carried out and its purpose was to ask for approval to conduct the study. I wrote an informed consent for the pre-service teachers to ask for their permission to analyze and publish the findings of their participation in the study. In addition, I informed them on the advantages of conducting and developing this study for both the institution and pre-service teachers, because it represented an innovative pedagogical intervention.

Sensitization. In an attempt to sensitize the pre-service teachers on the main features of my intervention, I met with the participants and explained the activities, the concept of CBA and the SLA principles. First, I presented the objectives of the investigation and highlighted the importance they would have for their practicum and their life as future teachers. Then, I proceeded to define the term 'MD', and its relevance for the forthcoming activities. Second, I informed my pre-service teachers about the strategy I was going to implement for the development of the activities, and its purpose for contributing to their practicum and professional development. Finally, the pre-service teachers asked questions about the time that this implementation was going to take and how it would affect their classes in the undergraduate program. For these reasons the researcher explained that this implementation would not only contribute to the purpose of the research but it would also enrich them with elements to apply to their own plans and materials.

Implementation of the materials. For the implementation of materials there were two important stages considered; first design and planning, this was according to what I intended to find in the research, so it allowed me to create workshops according to the purposes of the intervention. The second stage considered was the planning of the activities because I needed to select participants, create the activities according to their profile and think of the strategies for the implementation. After these stages, it was very important to consider the adjustment of the workshops; for this it was necessary to pilot a sample of the workshops and to analyze its results and do the corresponding adjustments to assure the quality of the workshops, according to the materials development principles presented previously in this study.

Sample of workshop

Workshop #2
Second Language Acquisition Principles (SLA)

General Objective: to design lessons based on Second Language Acquisition Principles that involve your students in a meaningful way.

Specific Objectives:

- To identify basic theoretical and practical concepts to evidence SLA principles in the material Designed.
- To assess the impact of SLA principles for both language teachers and students.
- To put into practice the concepts learnt about SLA principles in lessons created for the practicum.
- To learn the importance of material development in both language teachers and students.
- To put into practice the concepts learnt about materials designing lessons in the practicum.

Context:

McDonough, Shaw and Masuhara (2013), presented the most important goals of a language teaching programme analysing the details of the particularities and needs of a group of learners in an specific context: these goals can be studied taking into account the national language policy and the restrictions it might have to develop a syllabus. For example, in some countries the aims of learning English might vary from communicative purposes to social cultural awareness, it means that even though in both countries students are learning English their purpose is different according to the guidelines of the Educational Community. Additionally, even in each country there is a common policy about the learning of a Second Foreign language, the specifics can change if a person or group of people wants to specialize themselves in the language, in the case of teachers or translators and as well in some other contexts using English for Specific Purposes, as a doctor could do. In regards of SLA, we must consider a wide range of possibilities to establish the goals and to

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measure the achievements of the community to be taught, this with the aid of a diagnosis that includes their age, their cultural background and of course the motivation they have to Learn English.

✓ **Second Language Acquisition Principles.**

Tomlinson (1998), presented a series of principles that need to be taken into account, those principles are:

1. Achieve impact through novelty, variety, attractive presentation, and appealing content.
2. Help learners feel at ease. SLA research has revealed, students seem to learn more and in shorter time when being relaxed and comfortably engaged in learning activities. (Dulay, Burt and Krashen (1982)
3. Help learners develop self-confidence. "Relaxed and self-confident learners learn faster." (Dulay, Burt and Krashen, 1982)
4. Must be perceived as relevant and useful by the learner.
5. Facilitate student self-investment, which aid the learner to make efficient use of the resources to facilitate self-discovery.
6. Readiness: Krashen, (1983) asserts that there is a need for a roughly-tuned input since it features what the learners are already familiar with, but which also contains the potential for acquiring other elements of the input which each learners might or might not be ready to learn.
7. Draw learners' conscious or sub-conscious attention to linguistic features so that they become aware of a gap between a particular feature of their interlanguage and the target language. Seliger (1979) suggests that helping learner notice the gap between output and input facilitates the acquisition process.
8. Provide opportunities for communicative purposes in L2, fostering thereby language use, not just usage. As pointed out by Canale and Swain (1980) learners should be helped automatize their existing procedural knowledge and develop strategic competence.
9. Take into consideration that the positive effects of instruction are usually delayed in time (instruction, and exposure for learning to take place) because learners may be able to rehearse the feature, to retrieve it from short term memory or to produce it when prompted by the teacher or the materials, but this does not mean that learning has taken place. Ellis reports on research on this principle and suggests the need for post-evaluation of materials to find out what learners have eventually learn as a result of using them.
10. Take into account students' different learning styles such as visual, auditory, kinesthetic, modal, analytic, experiential, global, dependent, independent, etc.

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11. Regard SS' emotions or affective screen. As Dulay, Burt and Krashen (1982), assure, learner's individual motives, emotions, and attitudes display what is presented in the EFLC, and results in different learning rates and grades.
12. Allow for a silent period at the onset of instruction until learners have gained sufficient exposure to the target language and confidence in understanding it.
13. Stimulate left and right brain lateralization through intellectual, aesthetic and emotional involvement. While the left side of our brain processes speech, analysis, time, and sequence, and recognises letters, numbers, and words, the right side processes creativity patterns, spatial awareness, and context, and recognises faces, places, and objects.
14. Offer plenty of free practice. As Ellis (1990) asserts, controlled practice seem to have little long-term effect on the accuracy required to perform new structures. Besides, Ellis and Rathbone, (1987) point out that it has little effect on fluency.
15. Provide opportunities for outcome feedback.

✓ **Salient approaches for SLA**

Bolito et al (2003) and Tomlinson (1994, 2007b) presented a *language awareness approach* centering its attention on learners first encounter with a text and how they go through it comprehensibly and then they start to analyse it from their own point of view to discover by themselves how to use the language as this use is presented in the text and according to the context.

Masuhara (2006) and Tomlinson (2001b) recommended *multi-dimensional approaches* that can help learners to make visually descriptive or figurative language in the process of developing material and also combine their feelings and emotions to complete a task.

✓ **Salient approaches for Material Development**

There is a *text-driven approach* recommended by Tomlinson (2003c) in which learners first reach a text in a more individual sense that let them have a connection with it and after they reach the text exploring their creativity and the meaningful activities, respond to a text personally before exploring it for creative and analytical activities and Prabhu (1987), Ellis (1998, 2003, 2011), Van den Branden (2006), Willis (1996) and Willis & Willis (2007) have recommended also the *task-driven approaches* but they have focused these in

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the execution of activities as a strengthen element for learners and for the teachers these center their main goal in the language development process.

The large team approach proposed by Tomlinson (2003) aims to have a first draft developed by many people and then this needs to be refined by a group of experts. This approach gives the opportunity to have different perspectives from a group of people, this means that you can create a book out of the contribution of a large group.

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Learning Strategy: Guess the word

Lesson 1: Concepts and analysis: Vocabulary

1. Find the word in the alphabet soup according to the clues given and write some sentences related to education with them.

A	M	J	Q	R	Y	O	L	R	Z	H	O	X	S	K	S	B	C
K	S	V	O	E	S	A	R	O	U	T	I	N	S	S	T	C	O
S	A	K	R	K	Z	H	O	S	A	I	P	Y	C	L	T	C	M
L	N	W	H	A	T	L	M	K	P	U	A	P	H	N	U	E	M
C	I	N	T	E	R	A	C	T	I	V	E	Z	O	M	U	O	U
M	N	L	S	P	A	N	E	T	S	J	Q	O	I	R	N	P	N
O	O	X	I	S	U	O	N	U	Q	V	S	P	E	N	V	E	I
N	P	M	T	R	S	U	P	L	C	K	R	E	J	O	Y	O	C
E	U	Y	J	S	V	A	R	V	R	W	E	R	I	U	Q	C	A
R	L	N	U	O	C	O	O	M	O	X	S	P	R	N	W	P	T
P	R	Z	K	C	W	S	O	W	P	L	C	O	K	P	X	H	I
C	A	R	V	P	D	I	H	L	S	X	T	R	O	O	X	O	V
O	S	O	L	Z	X	S	I	N	S	M	O	M	L	Q	Z	L	E
P	S	O	W	Q	E	C	P	X	P	Y	U	A	H	P	Y	H	L
H	T	E	M	A	I	J	I	R	T	N	E	N	M	R	A	J	M
Q	C	P	X	T	F	C	Q	Y	O	Z	V	C	I	Q	Z	I	N
I	U	P	N	R	Y	K	J	O	R	O	L	E	S	S	S	K	R
C	O	M	P	E	T	E	N	C	E	R	W	A	J	R	A	J	O

Serious, Important, or worthwhile. Starts with M.

A sequence of actions regularly followed. Starts with R.

Add in such a way as to have an effect on each other. Starts with I.

The function assumed or part played by a person or thing in a particular situation. Starts with R.

A system of communication. Starts with L.

Learn or develop (a skill, habit, or quality). Starts with A.

The imparting or exchanging of information. Starts with O.

Stated clearly and in detail, leaving no room for confusion or doubt. Starts with S.


An act of presenting a play, concert or other form of entertainment. Starts with P.

The occupation, profession, or work of a teacher. Starts with T.


A person who speaks. Starts with S.

The ability to do something successfully or efficiently. Starts with C.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____



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Learning Strategy: Reflecting about theories.


Lesson 2: Stating your ideas: Writing

1. Write your reflections about each Lightbown and Spada's (1993) proposals for classroom teaching

Theory	Your Reflections
Audiolingual and Grammar based: "get it right from the beginning", based on pure repetition preventing errors from the start.	
"Just listen" (based on the silent method) learners are exposed to comprehensible input through listening and/or reading.	
"Let's talk" (interactionist) This makes emphasis on discussed meaning and comprehensible input to complete the task interacting with teachers and peers.	
"Two for one" this is the acquisition of the Second Language using for the study of a different subject taught in that language.	
"Teach what is teachable" some features of the language can be taught successfully at many points in the learners development but some others can be developed according to the learners process.	
"Get it right in the end" language features would be acquired easily if learners have a proper exposure to the language and a motivation to learn.	

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How do you see these theories reflected on your experience as teachers or in activities seen in the classroom?



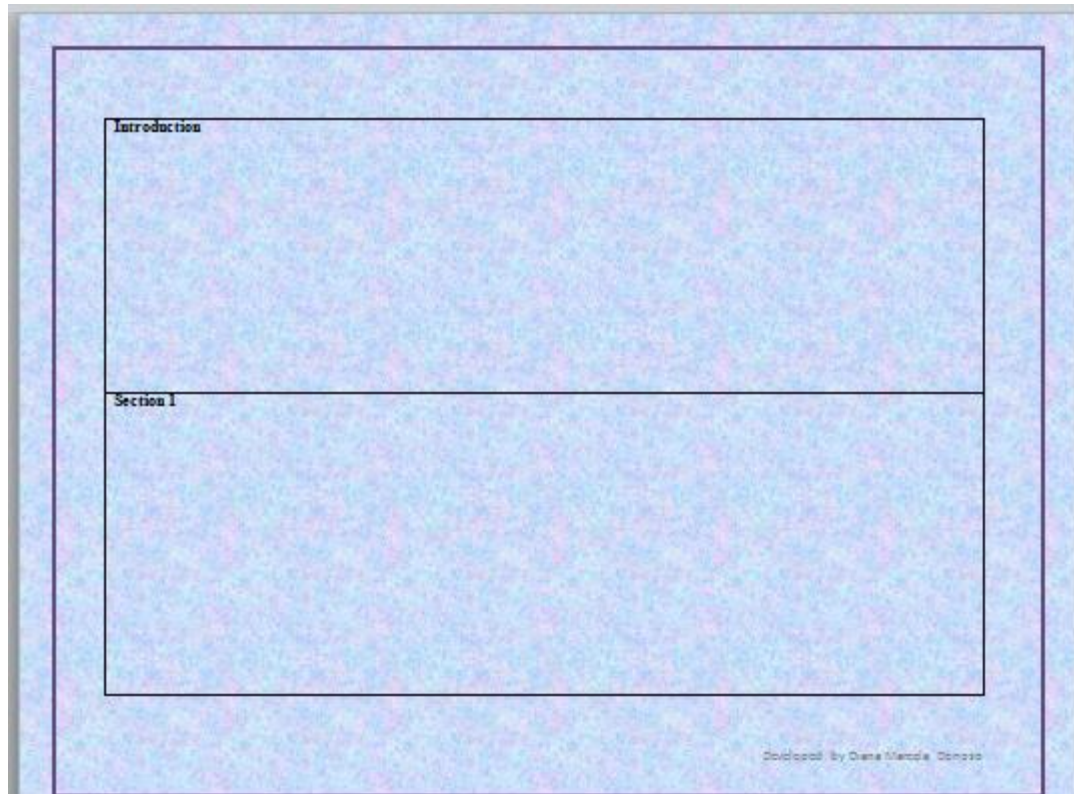
Learning Strategy: Jigsaw reading

Lesson 3: Reading

1. Read the section assigned and present it to the class in using the material given. http://www.sdkrashen.com/content/books/1/acquisition_and_learning.pdf (each student will be given with one section of the reading attached and after reading, they will present the most salient aspects of the chapter in an exposition so they all can have the complete information of the reading.) Complete the chart according to the information received from your classmates.



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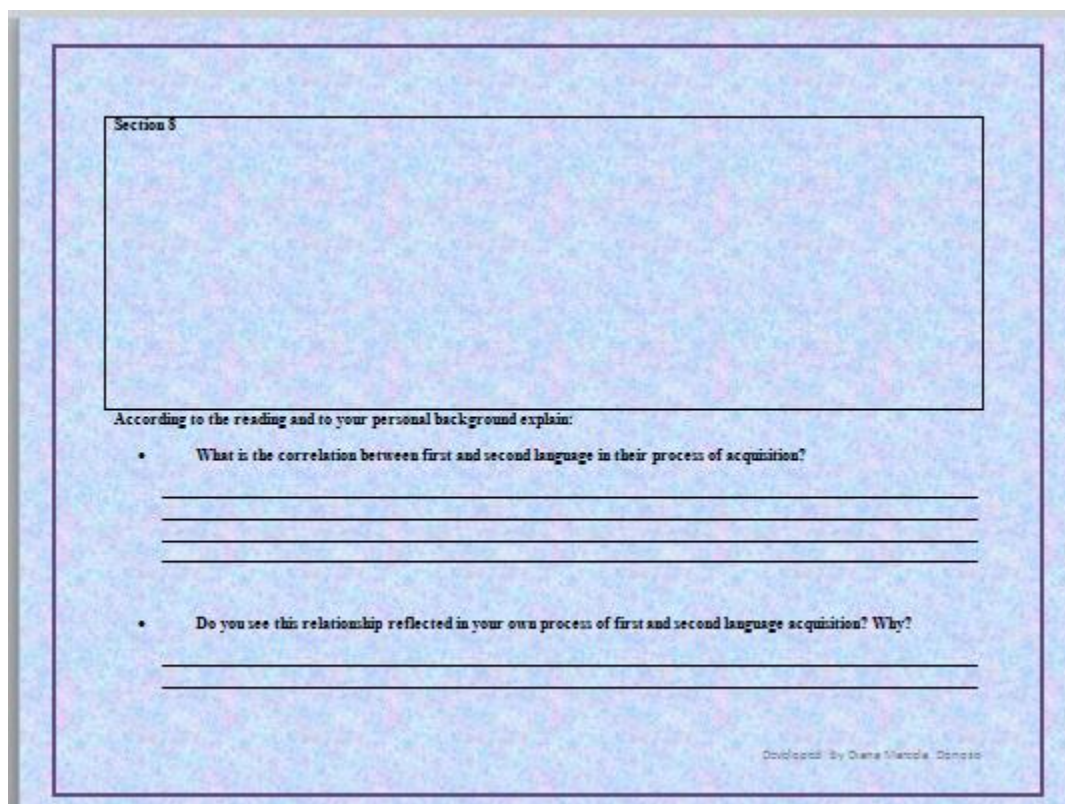


This worksheet is divided into two main sections. The top section is labeled 'Introduction' and the bottom section is labeled 'Section 1'. Both sections are large rectangular boxes intended for handwritten notes. A small copyright notice is located in the bottom right corner.

Introduction

Section 1

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This worksheet contains 'Section 8' at the top, which is a large box for notes. Below it, there is a prompt asking for an explanation based on reading and personal background. Two bullet points follow, each with a set of three horizontal lines for a response. A copyright notice is in the bottom right corner.

Section 8


According to the reading and to your personal background explain:

- What is the correlation between first and second language in their process of acquisition?

- Do you see this relationship reflected in your own process of first and second language acquisition? Why?

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Learning Strategy: listening and answer



Lesson 4. Listening

1. Before watching the video answer the following questions:

a. What is the relationship between First and Second language acquisition principles?

b. What do you think are the stages to acquire a second language?

Now watch the video <https://www.youtube.com/watch?v=NENNW4LgWM>

c. Compare your answers with the explanation in the video and check them

d. Watch: <https://www.youtube.com/watch?v=7Cgpfu4z8cw>

Now answer according to the video

e. Do you think that the theories explained are correlated? Explain your answer.

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Reflections:

✓ How do you think you contribute in your classes to Second language Acquisition in regards to its principles?


✓ What do you think is the impact of Second language Acquisition since a young age?

✓ What do you think about transfer in Second Language acquisition ?

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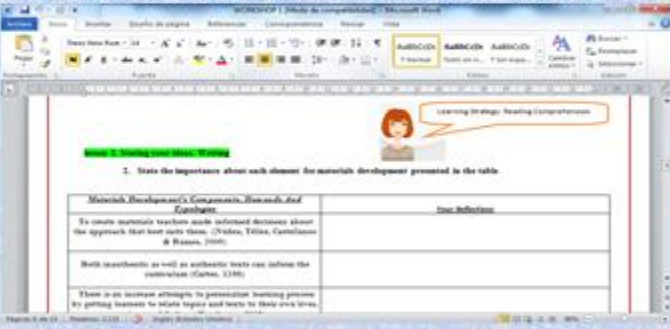
Lesson 5: speaking

Learning Strategy: groups of discussion



1. Discuss in groups of three

a. Which theory of Second Language Acquisition would you see used in the following activities? Explain your answer.




2. State the importance about each element for materials development presented in the table.

Materials Development's Components, Benefits and Challenges	Your Reflections
To create materials teachers need informed decisions about the approach that best suits them. (Valdes, Valdes, Castellanos & Baines, 2006)	
Both theoretical as well as authentic texts can inform the curriculum (Garcia, 2006)	
There is an increase emphasis on presentation learning process by getting students to relate topics and texts to their own lives. (Hollings, 2008)	

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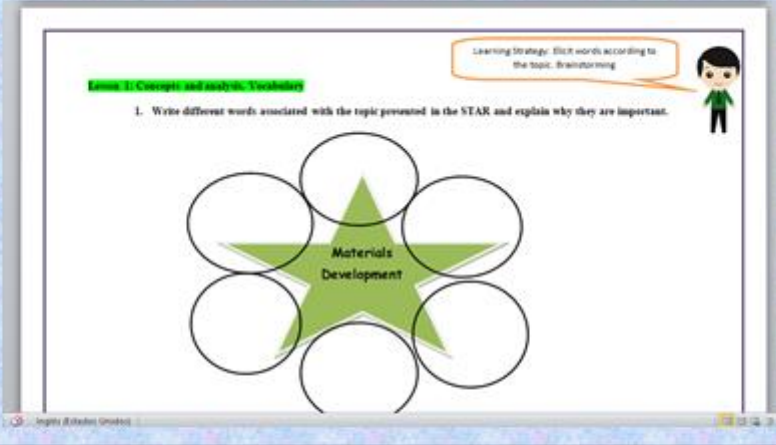
Learning Strategy: answering questions



3. Taking into account the previous reflections, answer the following questions:

Questions	Answers
How will you apply the principles?	
How will you evidence these principles in your lesson?	
Which activities will you use?	

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Unit 1: Concepts and analysis, Vocabulary

Learning Strategy: Brainstorming

1. Write different words associated with the topic presented in the STAR and explain why they are important.

Materials Development

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Unit 1: Reading

Learning Strategy: reading comprehension

1. Read the attached document (Reflection on Teachers' Personal and Professional Growth Through a Materials Development Seminar) and write key words different from the ones presented by the authors.

According to the text...

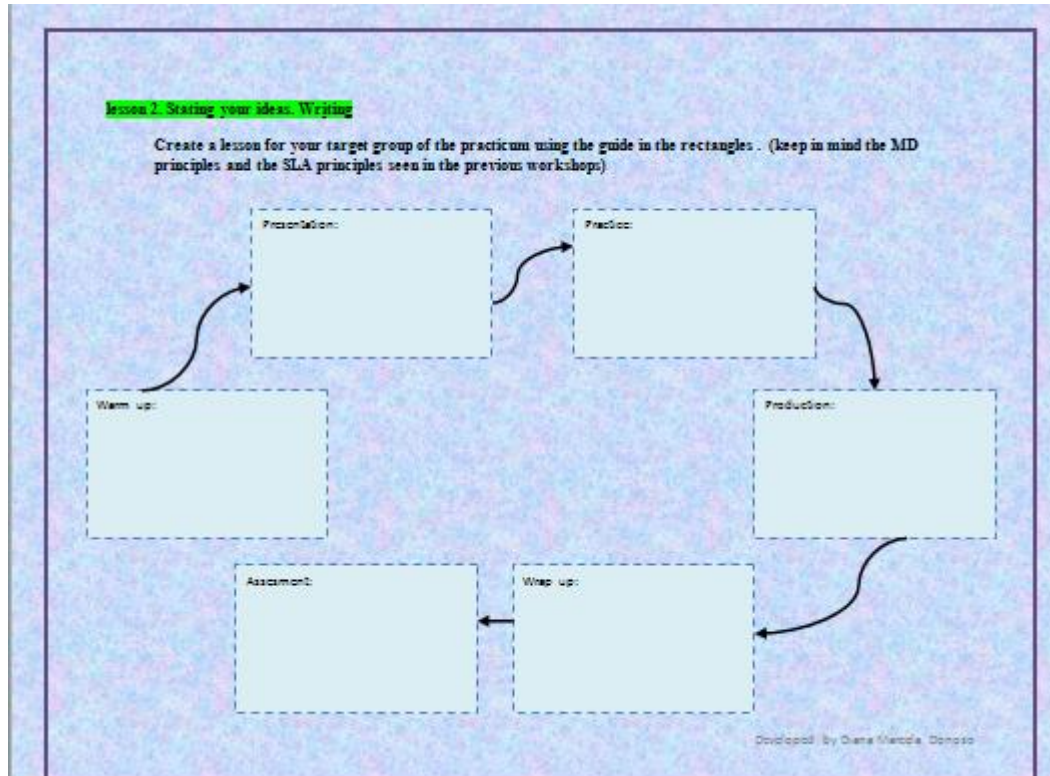
2. How does the design of materials contribute to the professional development of teachers?

3. What do you think about this affirmation of the author "Humanizing teaching practices"?

4. Choose three aspects of the section "materials development" in the text and justify why you consider them important.

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- b. Prepare the draft of a worksheet focus on one skill, integrate a couple of SLA principles of MD. Describe your context and population and the most salient characteristics that you took into account to develop the material.
2. Present your conclusions to the other groups




3. Ask and answer questions to other groups about your conclusions and theirs.

- Which principles of Material Development did you take into account? why?
- Which principles of SLA did you apply? Why?

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Self assessment

In regards to your learning objectives

	YES	NO
Did you learn about principles of Second Language Acquisition?		
Did you know about some authors to consult when talking about language acquisition?		
Did you get informed about the theoretical framework of SLA principles?		
Did you learn about principles of Material Development?		
Did you know about some authors to consult when developing materials?		
Did you get informed about the theoretical framework of MD?		

Your reflections about Second Language Acquisition Principles

	YES/NO	WHY?
Do you consider important to learn about Second Language Acquisition Principles?		
Would you consult more information about Second Language Acquisition Principles?		
Do you consider necessary to get informed about material development when studying a bachelor degree?		

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Would you include some of the Second Language Acquisition Principles in your materials?

--	--	--

Your reflections about materials development

	YES/NO	WHY?
Do you consider important to learn about material development?		
Would you consult more information about material development?		
Do you consider necessary to get informed about material development when studying a bachelor degree?		
Would you include some of the principles and/or approaches of MD in your materials?		

Your opinion about the lessons

	YES/NO	WHY?
Were the instructions clear for you?		
Were the readings appropriate for you?		
Do you consider important to exchange opinions with your classmates about the topics?		
Did the videos help you to understand the topics in the listening section?		
Were the instructions clear for you?		

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Were the readings appropriate for you?		
Do you consider important to exchange opinions with your classmates about the topics?		
Did the videos help you to understand the topics in the listening section?		

+

Your opinion about the workshop	YES/NO	WHY?/WHICH?
Do you find the topic interesting?		
Would you suggest some other/different activities?		
Do you consider there are enough activities to learn about Second Language Acquisition Principles?		
Did the activities provide you enough information and contents to enhance your knowledge about Second Language Acquisition Principles?		
Did all the activities fulfil the expectations you had when starting the workshop?		

Reference list

Tomlinson, B. (1993). *Advanced second/foreign language learning*. Cambridge: Cambridge University Press

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Chapter IV

Data Analysis

Data Analysis Procedure

The main objective of the present study was to explore the perceptions of pre-service teachers on the design and implementation of workshops based on the SLA principles that are relevant to the design of materials at a private university. I gathered the data for this study using three different instruments: pre-service teachers' artefacts, field notes and interviews, taking into account that as established by Merriam (1988), data is the product of a process built by the researcher in the search of information intended to answer a question or a specific problem.

Concerning the type of analysis used in this study, I selected the grounded approach that helped me in the process of triangulating the analysis of the instruments mentioned above. As described by Creswell (2008), the grounded approach helps to generate theory that explains a process or an action of a "substantive" topic at a more conceptual level. This process helped me to evidence the contributions of the workshops based on the SLA principles that were relevant to the design of materials, to the pre-service teachers and also to realize the weaknesses in the process. According to Lichtman (2006) in the grounded approach, you can build the theory based on the data collected instead of using the data to prove a theory. The analysis of the data from the implementation of the workshops using theory; gave me a wider view of the process to include the SLA principles that are relevant to the design of materials in activities for pre-service teachers and also contributed to understand the role pre-service teachers assumed to face their future as teachers and/or material developers.

It is important to mention that Strauss and Corbin (1994) pointed out that the grounded theory is also a procedure to gather and analyze data systematically which leads the researcher to

follow some stages to find coincidences and recurrent patterns in the data. According to these authors the theory that is supported by the data reflects the reality of the process of implementation in a better way because the impressions are based on the experience and its analysis; it also provides an awareness and understanding of the subject of study. In this regard, the data analyzed permitted me to better comprehend the way pre-service teachers approach new topics related to their context, and how some processes and activities can be a contribution for future researchers about this topic.

When analyzing data, it is mandatory to consider the specific characteristics of the data collected to define the way it is approached. According to Lankshear and Knobel (2004), there are different kinds of data (spoken, written and observed) for the purposes of this study and as it was previously pointed out in the paragraph above, two kinds were included: *spoken data* (interviews-audio recordings-) being this the data used to collect the point of view of pre-service teachers with regards to the purpose of the workshops, and also to collect their suggestions and nonconformities with regards to the topic or the materials themselves; *observed data* (field notes) and (pre services teachers' artefacts), that include the workshops worked on, the drafts, sketches or notes and posters made by the pre-service teachers in the process of developing each workshop, that helped to collect information on some of the impressions of the way pre-service teachers reacted or felt towards the field of MD while they advanced the workshops.

For the process of analyzing the data I started by making an individual revision of the pre-service teachers' artefacts, after that, I transcribed and examined the interviews and finally I analyzed the comments and observations in my field notes.

There are different types of triangulation that help to analyze information in a better manner and to take into account most of the relevant aspects in that information. Guion, Diehl and McDonald (2002) presented five types of triangulation as the most relevant ones in the process of analyzing qualitative research evidence; these types are “investigator triangulation, theory triangulation, methodological triangulation, environmental triangulation and data triangulation” (p.2). They explained that this variety of triangulation gives more support to the phenomenon analyzed, and also as pointed out by them this gives a better comprehension of the matter of study.

Guion et al. (2002) defined the different types of triangulation explaining what they are specifically used for, as follows; This type of triangulation demands a number of investigators devoted to its results, taking into account that several points of view are considered for this analysis it can provide a high reliability. To triangulate theory it is mandatory to have several perspectives to have a wider interpretation of a single data, even though this triangulation also include several people to develop, this differs from the previous one because it takes into account the opinion of professionals from different fields of study, the reliability of this type of triangulation rests in the matter that all the investigators conclude the same after analyzing the phenomenon. Methodological triangulation has to do with the implementation of the use of diverse qualitative and/or quantitative methods to study the results. It means using different type of data gathering instruments to get to a common conclusion, if this happens after analyzing the data, it validates the method mentioned. Environmental triangulation includes using different settings and other important factors related to the environment in which the study happened. This type of triangulation is about the impact different conditions in terms of location, weather, etc. have on the research process, this concludes that even if submitting the phenomenon studied to

different kinds of environment it gives the same conclusions the data obtain is reliable. And finally the data triangulation that involves using different sources with information to make data stronger, this type of triangulation is the most common one, it is mostly used because it easier to complete and it helps to find the coincides and disconnections of conclusions about the phenomenon studied. For the purpose of this study I used the data triangulation type to analyze the different instruments proposed to collect information, so it help me to find a variety of conclusions that were presented as valuable findings and also as limitations. This triangulation was done out of the three instruments mentioned before (pre-service teachers' artefacts, field notes and interviews) because as stated by Freeman (1998), multiple sources of information help to establish reliability of the phenomenon studied. The instruments helped the researcher develop a more systematical process to organize the data and to gather the corresponding information to present the findings and the conclusions as expected.

In the stages of analysis, when I started to read my field notes and the transcription of the interviews. I underlined what seemed to be important and/or recurrent. I used the color coding technique to identify and discover similarities to organize them into categories and subcategories in relation to my constructs. As established by Stottok, Bergaus and Gorra (2011) this technique has as its main purpose to classify using different colors that correlated diverse perceptions based on specific salient words or sentences. In the case of this study and the research question, this technique facilitated the identification of the relationship between the instruments used in the recurrences that shaped the subcategories and categories founded. Subsequently, I was able to depurate the aspects that proved not to be very significant or did not contribute much to the purpose of this research and led me to organize the data that supported each subcategory from the two elements analyzed.

Furthermore, I found useful to extract the precise information to include in the findings and to support not only my research questions but also some of the conclusions from the implementation.

Regarding the pre-service artefacts, I revised the workshops developed and wrote some comments on them, but I also revised some of the drafts they made during the development of the activities in where they first wrote ideas about what they wanted to finally write in the workshops. This was to analyze the process they undertook, to approach this new topic. I also made some comments on the answers related to the materials to connect the effectiveness of the CBA in their process of learning. As I went over their drafts, I made some comments that helped me realize how they progressively understood the topic or topics and the way they started to relate to them or separate from their context.

After the implementation of the workshops based on principles of MD, I took forward the procedure previously explained to analyze the data and also ordered the workshops and their corresponding field notes, drafts and posters generated from the activities that were designed for them, and I made sure that each student had worked on the three workshops. After that I revised their answers to establish how they understood and evidenced the theory presented in each workshop for each of the topics in this research and finally I read the self-assessment that helped me understand the perception of pre-service teachers towards the workshops and what was necessary to strengthen them. Their opinions and observations were truly a way to realize that some activities did not target the objective I was pursuing, and some others fitted it perfectly.

All this process of collecting and analyzing data allowed me to identify the patterns that remain visible in the instruments, as presented by Fetterman (2003), it is important to recognize

this and to find information that supports those recurrent patterns in that way you can discard the facts that are not strong enough to influence your research.

As this process was carried out I was able to establish the main categories that according to Basit (2003) emerge from the codification of the information found during the study of a problem, information that is also compared to uphold those categories. The following diagrams show the categories and subcategories that appeared from the analysis of data, it is important to recall that the categories and subcategories found are selected and based on the constructs presented for this study.

I identified and named three main categories which appeared from the analysis of the data through the process I have already explained. Each category was divided into three subcategories as the following figure shows. In the following paragraphs, I will explain them and their relation to my research question.

What are the perceptions of pre-service teachers on the design and implementation of workshops based on the SLA principles that are relevant to the design of materials at a private university?	
Categories	Subcategories
The perception of MD as a field of study and a practical undertaking.	MD principles represented a challenge for pre-service teachers. Questioning the role and impact of MD. Lack of connection between the content and their status as pre-service teachers.
Materials as deterrence to engage in knowledge building around MD and SLA principles	Resistance to learning disguised by engaging in working in groups. Poor attitude toward materials as a hindrance for new knowledge.

Table 1. Categories and sub-categories

Research Categories

The perception of MD as a field of study and a practical undertaking. Being one of the main concerns of this research study to enhance pre-service teacher classroom materials, it was very important to know the perception of pre-service teachers about it and also to establish how they recognized these aspects in their own materials as pre-service teachers. As I explained earlier in this study it is important to recall the reflections of Núñez et al. (2012) about the role that developing materials, in connection with in-service teachers, and the contribution it has on their needs and concerns to become teachers and to grow as professionals. Through the development of content, teachers promote a didactic educational project, which adapts to a specific group of students, under a particular situation.

Perceptions of pre-service teachers about knowledge is based on several aspects that they consider relevant. Kilk (2014) explored these aspects and underlines the following; the pedagogical knowledge as the foundation to structure the lessons given, the pedagogical content knowledge as the core aspects of the structures of the materials, the curriculum knowledge that is reflected on how well informed the materials are according to what is intended to teach during the process of learning.

Pre-service teachers face different realities in their process of learning, this has a major impact on them to become professionals. Brown, Lee and Collins (2015) agreed that the perception pre-service teachers build up along their learning process is determinant to make decisions for their future. Pre-service teachers do not make decisions based only on the experiences they face, but also in the context they are doing their practicum, and this makes them feel more comfortable with the decisions they take about their professional career because it helps them to be more informed about these decisions taking into account their pros and cons.

MD principles represented a challenge for pre-service teachers. Approaching this matter with pre-service teachers was a challenging aspect because in the development of this research I realized students were not very aware of MD theory and what it implies for teachers. Also, they did not recognize themselves as material developers. According to Tomlinson (2003), materials development is a matter of study that involves different aspects like evaluation, adaptation or innovation referred to material. Ideally these aspects would have been implemented by teachers along with materials writers, considering the features the classroom gives them and the way they (teachers) can enrich the material writers' work. As presented by Tomlinson, if possible it would be the perfect and more suitable way to create materials. Likewise, materials development promotes a catalogue of curricular programming that allows the student and the same teacher to adapt to reality; the intention of the teaching process should not be focused on teaching classes properly; but in promoting and generating spaces for students to learn and explore, based on practical teaching.

Pre-service teachers have taken a mechanistic orientation in developing the materials for their practicum that contradicts the generally accepted principles of language learning. Consequently, Perís (1996) advocates a "flexible and malleable" manual model that allows the creation of learning paths through suggestive contents that provide users with language aspects that are useful in the learning process. This model, presented by Peris, provides a wider view of how materials must be created and how they can be adapted to the context and how they have to be flexible to the teaching environment; for the matter addressed in this category it can provide pre-service teachers with more certainty on their process of selecting the SLA principles that are relevant to develop their classroom materials.

Stimulating and optimizing the contributions teachers and students make to the teaching-learning process, the need to use materials that appeal to the responsibility, creativity and commitment of teachers, which promote the initiative and receptivity of students is also highlighted by Rubdy (2003). This, in relation to this study, validates the importance of making pre-service teachers aware of including SLA principles in the design of materials, taking into account the context to implement them.

The process of designing materials needs to consider all the variables possible, to choose the appropriate SLA principles needed and the most suitable ones for the purpose intended. Tomlinson (2003), complements the previous position, assuring that the most important encounter that teachers face in the process of designing materials is related to: adaptation of materials for the population intended, flexibility and facilities when using multiple curricular tools, promotion of multidimensional methodological approaches, greater emphasis on pluriculture and multilingualism, greater attention to the experiences, knowledge and interests and the incorporation of emotionally binding content. All the variables related to this study reinforce the idea of considering which SLA principles are relevant and suitable for each context and content, to design appropriate materials for each different setting.

For pre-service teacher to see the principles of MD reflected in their knowledge and or their life as teachers was very difficult, it is still an underdeveloped topic for them. As it is reflected on the excerpts from the instruments presented below:

Here, it is evident that pre-service teachers needed to have a wider explanation of SLA and MD principles to connect their application to what they do in their lesson plans and in their activities for the practicum.

In the following excerpts selected from the pre-service teachers' artefacts, I present the perceptions that pre-service teachers have about SLA principles.

How do you think you contribute in your classes to Second language Aquisition in regards to its principles?
 It can be by applying more a communicative activities?

What do you think is the impact of Second language Aquisition since a young age?
 I consider it is ideal because as spanish speakers we have the opportunity to go beyond our context when learning a new language.

What do you think about transfer in Second Language aquisition ?
 I think is a normal process when we are learning a new language. Moreover, it can be useful sometimes

(Students' artefacts, Workshop N° 2)

The researcher explained the activity underlining that these questions cannot be answered in isolation; they have to be part of a conscious reflection about the principles used in the previous activity. Pre-service teacher asked for examples because they didn't see at first how that they related to this. [sic]

(Field notes workshop N°2)

This participant highlighted that it is very important to include the principles mentioned in the activities of students from a very young age, because they consider that this is ideal for their learning process. They also consider that this can help them to develop their communicative skills.

In the following excerpt selected from the interview, I present the comments and feelings that pre-service teachers expressed about the contribution of the materials to their skills.

Interviewer: Do you think these workshops contributed to the enhancement of your skills to develop materials? How?

Interviewee #3: I think they were like a little step to know about the topic, I guess we never talk about that is like when you have to write your activities for the lesson plans you just think of what you are going to do and what do you need, but you never consider the variables you had here, so maybe we will have to start learning about this. [sic]

(Interview N°3)

According to what was described by the interviewee, it was possible to establish that although the pre-service teachers have not themselves addressed the issue associated with the

guidelines and aspects that need to be contemplated when designing the curricular content; they consider these indispensable for strengthening the processes of teaching and learning within the classroom. Therefore, it is more than necessary that from the same plans or curriculum, these kinds of tools that would facilitate the teaching role should be promoted, through the promotion of the intrinsic interests of the students to learn a new language and the formation of didactic strategies.

Questioning the role and impact of MD. For pre-service teachers it is not easy to internalize the role MD has in their lives or its effects on a teacher's life. Also, it is difficult for them to recognize themselves as future materials developers. As described by Ramos and Aguirre (2014), being a materials developer brings economic benefits and accuracy of their materials for the context they are going to teach, and this can also be useful for other teachers that might have similar teaching contexts. That is why Núñez et al. (2004) insisted that developing materials cannot be an exclusive task for textbooks developers, because sometimes they can capture the needs of their students in the classroom. It means that the impressions and insights of those at the front-line of the teaching context (teachers) need to be included in the process of designing materials, giving text developers more features and relevance in the materials designed. That is why a teacher must consider him/herself as a main actor in the process of selecting and/or developing materials.

Likewise, educational media and materials are subject to the general theory of knowledge and to the theory of communication. On the one hand, the human being achieves knowledge through the senses; knowledge is given and built from the perception of experiences (Tomlinson, 2000). For this reason, the greater the diversity of perceptions and experiences; the better the process of knowledge formation. In the case of education, the students from the process of

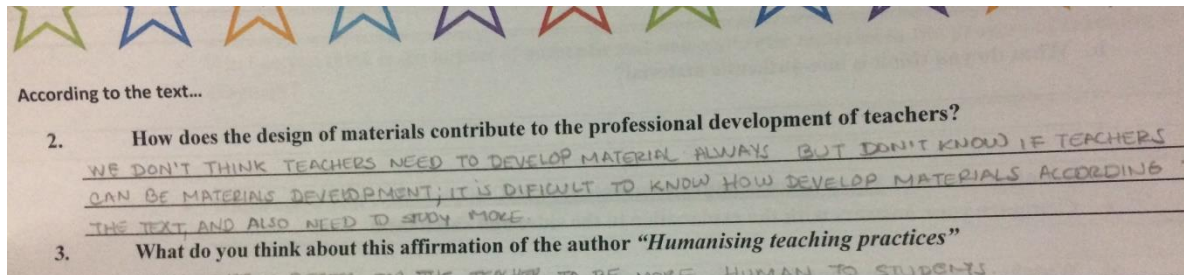
conceptualizing and generalizing the experience, which is promoted with the design of different contents, reach rational knowledge.

From another perspective, the one associated with communication theory, Reyes (1995) states that "teaching is a matter of communication, teaching is to deliver in communication with one or more people" (24). Consequently, pedagogical communication is an active and constant process that occurs within the classroom as a response to the interaction between the teacher and the student, who share the experiences with the aim of facilitating and developing learning.

However; for said communication channel to be provided; the design of contextualized materials or resources is needed. The appropriate design and selection of resources and didactic materials constitute the fundamental academic endeavor for the development and enrichment of the process of teaching and learning of students. For this reason, taking part in this process requires a deep responsibility for planning, which contributes to the attainment of educational objectives. For the above reasons, it is necessary for teachers to create their activities, in accordance with the contents that are socialized with the students, consequently with their interests.

In the specific case of this research, there are serious shortcomings regarding the association of the importance of materials development with the effectiveness of the teaching processes. It lies on teaching pre-service teachers to focus mainly on the acquisition of theoretical resources, which they will simply replicate in classrooms, but that do not promote interest in knowing the pedagogical strategies and resources they can have at their disposal through which the processes of learning English is promoted.

As shown in the following excerpts, students still have doubts and questions about their role as material developers.



(Students artifacts, Workshop N°1)

As the second part of the activity included explaining the importance of those words in MD, they asked if the importance has to do with them as pre-service teachers or with the theory itself. The researcher explained that it needs to be related to the theory but it has to be relevant for them as pre-service teachers, so in that way they had to relate to both.

(Figure 12. Field notes workshop N°1)

Here it is evident that pre-service teachers consider it very relevant to be able to relate what they are learning in terms of MD, not only to the activities they create or plan for their students in the practicum or in their professional lives, but also to their own process of learning in the course and in all the aspects they are experiencing during their education process.

Interviewer: Did the workshops change your perception about your role as materials developer?

Interviewee #5: well I don't think they changed it because before this I didn't have a perception or a concept, I would say they helped me to know there is such thing as a role of material developer and that you sometimes are one, or you can study more to be one and make it a profession. [sic]

(Interview N°3)

Interviewer: Do you think these workshops contributed to the enhancement of your skills to develop materials? How?

Interviewee: yes but just to see that I need to learn about this and that I make a lot of Mistakes when I use something in the class. [sic]

(Interview N°9)

Interviewer: Do you consider that the content included in the workshops was useful for you? Why?

Interviewed: yes, but it was a lot I think it cannot be learnt just developing some workshops. [sic]

(Interview N°9)

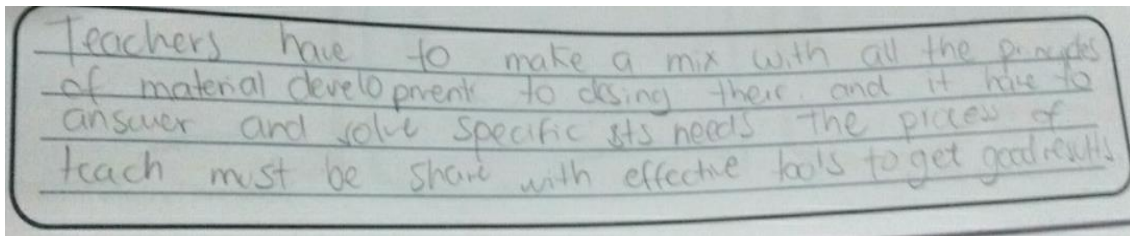
According to what was described by the interviewee, it was possible to establish that pre-service teachers had not considered themselves as being materials developers before, consequently they had not considered the role of materials development in their classroom activities; plus, as it is evidenced in the field notes they were not familiar with the relevance of MD in their process of learning. Therefore, they started questioning if it would be necessary to have a more detailed guidance about the role of MD. One interviewee also concluded that workshops in isolation could not give them the theoretical foundations about MD.

Lack of connection between content with their status as pre-service teachers. Pre-service teachers did not show empathy towards the content because most of them did not feel it related to them. This disconnection is in itself due to the model provided to them, which does not promote students' interest in acquiring such knowledge. In conclusion, it is a lack of motivation that refers not only to the teaching strategies implemented in the classes they receive, but also to the reality of the country that makes pre-service teachers feel unmotivated by the undervaluation of the role of the teacher in society.

They saw the content presented in the workshops as far reaching, to the extent that sometimes they said that they would learn it when they became “real” teachers or if they studied a master’s degree. They also did not feel very connected with the idea of being a teacher. They seemed to be motivated to join the profession due to other factors, such as the status teachers are given in the country and the remuneration they receive for their hard work. The previous perceptions could be related with what Palomera, Fernandez-Berocal and Bracket (2008), presented in their document about the importance of considering emotional intelligence (EI) in the training of pre- service teachers; which in this case is very related to what pre-service teachers

feel about becoming teachers. Palomera et al. (2008) underlined that not considering EI as an important factor in pre-service teachers training is one of the reasons there is a lack of connection between them and the contents in their courses and the contents they have to transmit to their future students.

The following excerpt from the pre-service teachers' artefacts shows the view of pre-service teachers with regards to the application of MD principles.



(Students' artefacts, Workshop N° 1)

The following field notes show an important aspect that is a matter of concern to pre-service teachers and that has a big influence in the decisions they make about their lives.

Pre-service teachers were asked about their personal and professional growth and how they see themselves in the future as Teachers or material developers. Some of the pre-service teachers don't feel motivated to be teachers after finishing their career, so they won't consider themselves as future material developers. Some other pre-service teachers think that to be a material developer to have money and some other studies in the field so they consider this aspect as something far from them.

(Field notes workshop No 1)

Below are the results of the interview given to pre-service teachers who were asked if they felt that the activities developed related to them. According to the interviewees, they were not very sure that the activities related to their role, although they emphasized that they served as models to create their activities in the process of training as good teachers.

Interviewer: How do you feel the activities relate to you?

Interviewee #5: they don't relate to me, but they can be useful for me as a teacher, I can use them as a model to create my activities and this approach to do some activities for the university and maybe to explore some other tools to teach, I don't know yet. [*sic*]

(Interview N°5)

Interviewer: How do you feel the activities related to you?

Interviewee #6: I'm not very sure about it, I think they are related because we are professor of the practicum let you do this with us. [*sic*]

(Interview N°6)

Under the premise of the response of the interviewees; a disconnection between the relationship of the activities carried out in this research and the relevance to their role becomes visible. This premise predicts that educational programs give little attention to the formation of tools and strategies that promote the capacities of teaching students in the design and implementation of didactic contents, which facilitate the teaching of English.

Even so, it shows that the interviewees were not able to relate the activity to their work; they emphasized the fact that these models would only allow them to improve their teaching work in the future and would even apply to some activities at the university.

They started thinking if all of them could become Materials Developers, this led them to ask a series of questions about materials development in the country. They wanted to know if this is a very wide field of study here and how many Materials developers there are, they related those questions to the possibilities of making a profession out of it and how profitable it could be. The researcher told them about the Colombian authors considered for the research and suggested to them that they should consult the relevant literature.

(Figure 8. Field notes workshop N°1)

The field notes also show the concern of pre-service teachers about the professional profile they can have when they finish their degrees because of the lack of information about these aspects. This shows that most of the time during the classes and the practicum, pre-service teachers are not offered the opportunity to undertake MD.

Materials as a deterrence to engage in knowledge building around MD and SLA principles. Even though the aim of this research was to enhance pre-service teachers' EFL

classroom materials, it became evident that the materials created could not engage teachers in the process of building knowledge around MD and SLA principles due to some of their characteristics. This situation was closely related to the way these pre-service teachers dealt with the activities presented in the workshops and how they could cope or not with the challenges posed by them.

A variety of factors play an important role in the process of learning to become a material developer. According to Núñez and Téllez (2015), the process of reflecting about their role as materials developers and the materials themselves is very important and plays a big part in the consolidation of the process. The researchers argued that “reflection, awareness of Material Development rationale, affect, motivation, teachers’ beliefs, creativity, and commitment are the components that interplay in MD” (p. 57). All these facts must be connected to the reflections of the role each pre-service teacher is going to play in its teaching context. The following subcategories allowed them to face some aspects that are determinant in their learning process.

Resistance to learning disguised by engaging in working in groups. Pre-service teachers devised a strategy to deal with the complexity of the content presented in the materials by purposefully looking for opportunities to work in groups to complete the tasks proposed that require them to apply the theory. From the very beginning they asked if they could work together and if they could first share their ideas. According to Mahn and John-Steiner (2002), building students’ self- confidence helps them to toughen up competences. This self-confidence can be strengthening in two ways, by the teacher with positive reinforcements of their work or by interaction with others they have affection for. In this regard, the pre-service teachers found the opportunities proposed in the workshops to interact and share experiences among them were not

enough to cope with the expectations they had, and the questions that the activities brought up.

As shown in the following excerpts:

<i>Your opinion about the workshop</i>	YES/NO	WHY? /WHICH?
Do you find the topic interesting?	X yes	It is good to learn about it.
Would you suggest some other/different activities?	X yes	We enjoy more to work in groups, we can talk and give support.
Do you consider there are enough activities to learn about Second Language Acquisition Principles?	no	We need more activities in groups, because there are many activities.
Did the activities provide you enough information and contents to enhance your knowledge about Second Language Acquisition Principles?	yes	Yes but is a new topic.
Did all the activities fulfil the expectations you had when starting the workshop?	no	The activities are good but we like to work with other to learn more easy.

(Students' artefacts, Workshop N° 2)

Pre-service teachers suggested in their self assesment if they could work in groups, so the activities were easier for them to develop, *(Figure 16. Field notes workshop N°2)*

Pre-service teachers felt confident working in groups, they would rather have someone to share what they knew with and to confirm with their classmates if the background knowledge was appropriate for what they were doing.

Pre-service teachers were asked to complete the chart taking into account the elements given, but they first shared their ideas among them. The researcher also shared her considerations and explained each element as they asked her to.

(Figure 17. Field notes workshop N°2)

Even though the idea of this activity was to write, the pre-service teachers proposed an initial socialization before completing the chart; it was interesting because it allowed them to share their ideas first and then to write a clearer reflection.

Interviewer: What do you think about the activities included in the workshops?

Interviewee #2: even though the activities were not very dynamic. I liked them but I like more when we worked in groups because it is better to share with your classmates and it helps you to be more comfortable.
[sic]

(Interview N°2)

As this excerpt from the interview shows, pre-service teachers always considered grouping as an effective technique to develop the activities proposed. It was evident that they asked for confirmation from others about their ideas or their knowledge before writing or completing any activity proposed in the workshops, therefore interacting with other classmates made them feel confident even in the activity that was more stressful for them: speaking.

It is necessary to highlight that from the principles selected for the design of the workshops, the most relevant ones in this section according to what was evident from the triangulation of instruments are: Help learners feel at ease, because the interaction among them allowed them to feel comfortable to share their answers and gave them more confidence to express their ideas in public. Also offer plenty of free practice. Due to the lack of appealing activities presented in the workshops, based on these principles pre-service teachers neglected the opportunity to propose and to do different activities from the ones in the workshops that could have helped them to have a better practice among them, and a better appropriation of the topics seen in the workshops and their relationship to their lives as students.

Poor attitude toward materials as a hindrance for new knowledge. As far as the research study went, pre-service teachers achieved a rather limited understanding of the principles and features of MD and SLA reflected in the problems they had to link this information to their practicum and to the development of the activities. One of the aspects that stood out was their reluctance to try to their best due maybe to their poor attitude towards the intervention. In particular, this was evident when these pre-service teachers had to follow instructions related to the use of background knowledge and the exploration of core content related to MD and SLA principles.

As highlighted by Tomlinson (1998) and as mentioned before in this study, it is necessary to take into account students' different learning styles such as visual, auditory, kinaesthetic, studial, analytic, experiential, global, dependent, independent, etc. That is why it is relevant to relate pre-service teachers' experience in the process of recognizing, using and applying SLA principles. Poor attitudes were also evident when participants brought up the impact of the native like factor in the materials given, since this was one of the aspects that pre-service teachers mentioned the most.

The materials created opportunities for the pre-service teachers to reflect on their context and they insisted on the fact that they had some background knowledge about the population that could help them to shape materials in a better way to achieve the goals proposed in each class but failed to really devote time and effort to do the activities proposed in the materials. Somehow, missing a great opportunity to learn about principles that could help them shape their materials. Because as stated by Núñez and Téllez (2009), the majority of teachers have the empirical background to create their own materials, they know their students and they know their contexts, they only need to apply the principles MD demands and they can provide students with what they need to fulfill their learning needs.

One aspect that stood out was their preference for the exposure to authentic materials over more contextualized materials due to the high value they give to the native-like aspect of the language. The following evidence from the self assessment shows how for them the videos in the materials were more valuable than the other information.

Do you consider important to exchange opinions with your classmates about the topics?		
Did the videos help you to understand the topics in the listening section?	Yes	because they were from native, and it is better for us.

(Figure 5. Self-assessment workshop N°2)

They also asked for examples about experiences of real life as shown in the following field notes reflecting their lack of connection to be a teacher relying on the teacher's input to make sense of the information:

After that they started asking questions to the researcher about her personal experience as a teacher and about the process that the researcher has undertaken in including SLA principles in the workshops or activities implemented in different classes. (Figure 3. Field notes workshop N°1)

Some of the pre-service teachers did not feel motivated to be teachers after finishing their degrees, so they do not consider becoming future materials developers. Some other pre-service teachers think that to be a materials developer one needs to have money and some other kinds of studies in the field. They consider MD as something that is far reaching for them

In relation to their current practice and the place of MD principles, it was clear for some that they did not want to see the point of considering them as shown in the excerpt from an interview:

Interviewer: Do you think these workshops contributed to the enhancement of your skills to develop materials? How?

Interviewee: I don't know yet if I can have those skills that someone need to develop material, I use some other stuff and it works. [sic] (Interview N°10)

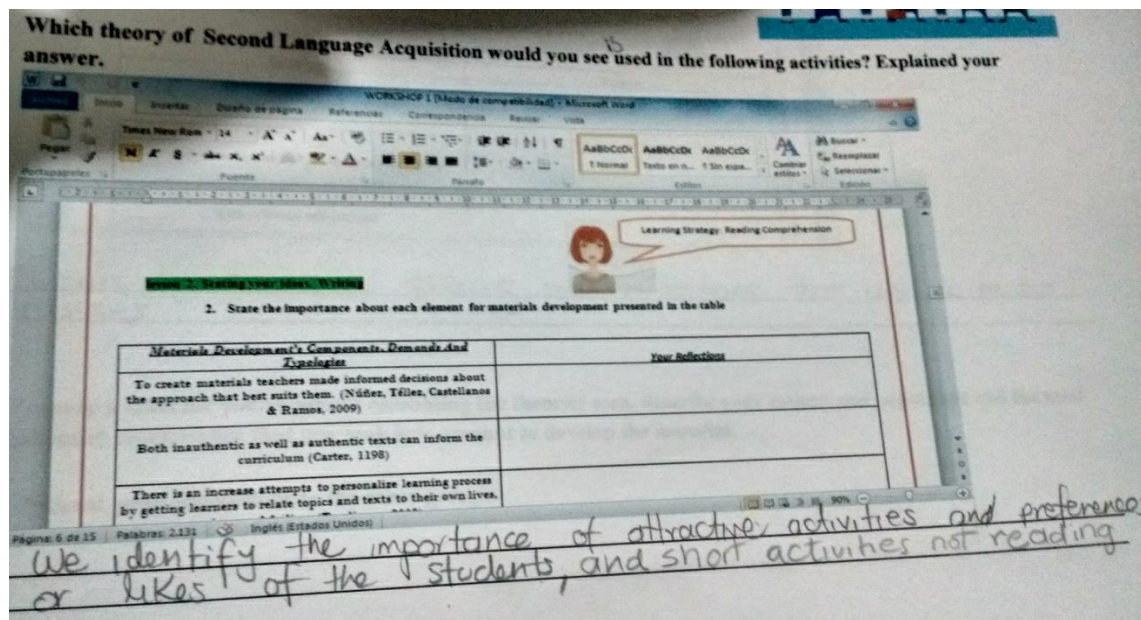
According to what was described in the field notes, it was possible to establish that even though there was not a clear perspective on what MD is, pre-service teachers relied on the little work they had done in developing materials to state their ideas on it. This means that they

focused on class activities and they would rather share those ideas to their materials creation than to go deeper into the theory of MD and SLA.

Shortcomings in the approach to content through reading. During the development of the activities, it was evident that pre-service teachers could not find motivation in the activities that had a lot of readings because they were not presented properly to them. This was unsatisfactory and unpleasant for them. On this issue, McKenna and Kear (1990), concluded that students needed to find motivation in what they read and that the problems of perceiving a reading as something useful and adequate to learn come from the little attention that is paid to the role of reading during childhood, and how reading is destined for them to become literate and not to engage them in the topics of the readings. In accordance with this, it could be one of the reasons for them not to show interest and also because they still could not find the role of the content based approach in the workshops and the topics presented to them appealing.

Somehow the materials did not quite engage the pre-service teachers because there were some instances when they found that the way the activities were presented was not very clear, making the reading task overwhelming for them. It was evident for the researcher that the presentation of readings was not as appealing as intended and also they were not directly linked to the content given. This means that even though the researcher analyzed the population for this study, the recognition of their needs and interests was not complete and totally appropriate.

As provided in the following excerpts of the instruments it is evident that students still need to attempt to implement MD principles.



(Students' artefacts, Workshop N° 2)

Pre-service teachers were asked to complete the chart taking into account the elements given, but they first shared their ideas among them. The researcher also shared her considerations and explained each element as they asked for it.

(Figure13. Field notes workshop N°1)

Even though the activity was meant to have students write about their reflections on the matter proposed, they preferred to talk among them by posing the questions to each other and taking notes about their differences or similarities to contrast and compare them before answering the paper: **This relates to the subcategory considering** the lack of preparation showed in the workshops and the little information about principles an MD framework that the instructions had.

Interviewer: Do you think these workshops contributed to the enhancement of your skills to develop materials? How?

Interviewee: I don't know yet if I can have those skills that someone need to develop material, I use some other material in order to feel more motivated and it works. [sic]

(Interview N°10)

According to what was described in the field notes, it was possible to establish that even though there was not a clear perspective on what MD is, pre-service teachers relied on the little work they had done in developing materials to state their ideas on it. This means that the

workshops were not well informed about MD because of the lack of preparation of the researcher, consequently they failed to engage pre-service teachers in learning about MD and SLA principles. It was evident as well that the workshops did not motivate them in doing the proposed activities because they meant extra work for them with no retribution in terms of a grade or academical recognition, due to the activities were presented by an external actor not directly related to their classes. They focused on class activities and they would rather share those ideas to their materials creation than to go deeper into the theory of MD and SLA.

As this study's aim, was to enhance their classroom materials through their perception of them; it was very important to first realize and understand what they felt in the classroom as pre-service teachers and/or future teachers and how they felt about their teaching methodologies and the way SLA principles were linked to them. As established by Núñez and Téllez, (2015) "reflection guides teachers to self-dialogue and inquiry that lead the decision-making process within teaching-learning contexts" (p. 18). In this way pre-service teachers faced their fears and doubts about being teachers and the implications that result from this.

Sometimes it is difficult for pre-service teachers to cope with the new reality they start facing in their practicum, because this means for most of them starting the process of becoming a teacher. However, pre-service teachers must understand that their process of learning is closely related to the exercise of research, this being an action of their daily role and linked to the deep observation of their students (Melonagro, 2008). This study is promoted by the identity of the staff and the way they can connect their experience and learning context, which is related to parameters such as self-concept and self-development, which produce the creative exchange between knowledge and being.

In the following chapter the main conclusions of the current study will be presented along with the pedagogical implications, limitations of the study and further research.

Chapter V

Conclusions and Pedagogical Implications

This chapter presents the main conclusions of my action research study according to the data I gathered through the development and implementation of my workshops to answer my research question. It also shows the pedagogical implications for pre-service teachers, for the bachelor's program in English teaching and for me as a researcher. Finally, it describes the obstacles or limitations of this study and some observations for possible future research studies.

Conclusions

Regarding my main research question, I can conclude that the use of workshops based on the SLA principles that are relevant to the design of materials, using the content-based approach had a limited impact on pre-service teachers questioning themselves about their future role as teachers and as possible materials developers. The workshops did not act as a tool to enhance their practices in the classroom as pre-service teachers because they lacked information about MD and SLA principles, but it showed that to engage pre-service teachers in the process of learning about this topic it is mandatory to have activities that allowed them to be more motivated therefore more engaged to develop the activities.

The content of the three workshops became useful for them to somehow realize it is important to explore all the variables that need to be considered when creating and adapting materials for their particular teaching contexts. As Ramos and Aguirre (2014) stated, "In the Colombian context, there is the need to explore the effects of designing materials by Colombian teachers for their specific contexts" (p.135). However, the materials created for this intervention did not quite promote the conditions to explore the foundation of MD and SLA principles.

Besides, the particular attitudes of the participants in front of the intervention itself became an obstacle in the process.

On the matter of the enhancement of the EFL classroom materials process, it became evident that there was a need for pre-service teachers to first have knowledge of the theory of MD before applying it to be able to achieve the main goal of this study. Pre-service teachers had to go through some stages to start thinking as material developers, such as to understand their roles in the classrooms, to perceive themselves as future teachers and also materials developers and finally to understand that the context is one of the main things to consider when creating materials. More than learning to improve their materials, they went through a phase of recognition of the field itself, as they did not know at all about materials development or how to be materials developers. Therefore, they just started to consider the principles of MD as important aspects for their EFL classes.

Another important aspect was the self-perception pre-service teachers had about their role as teachers and as material developers, and how it needed to be more informed, so they could be more self-confident about becoming one or another or maybe both.

Pedagogical Implications

I consider this study has some pedagogical implications. In my attempt to provide pre-service teachers with information related to SLA principles related to MD to start the discussion of their relevance, I aimed to address a neglected area in the preparation of future teachers in bachelor programs in our country. The topics I presented in each workshop attempted to expose pre-service teachers to the importance of considering their role as material developer within their teaching context. I think this is a contribution to the EFL community because it was a different experience in a bachelor's degree in languages program, where they almost never reflect about

other possibilities they might have in the field of education. Moreover, this research can be useful for those teachers who are concerned about pre-service teachers' role as material developers.

I think I enriched my pedagogical practice because as a former student of that program I also lacked awareness of all the implications of being a materials developer. It was a challenging task to have pre-service teachers informed about the SLA principles that were relevant to the design of materials while at the same time I was being informed about it through the Master's program.

Limitations

Finally, it is important to mention that during the study there were some external factors which became limitations. The first factor was the lack of interest of the pre-service teachers to complete the reading tasks, the second factor was time because I could only have one session per week and I was not able to progress the topics with the pre-service teachers and the few values pre-service teachers give to activities that does not imply grading. It is necessary to add that the lack of motivation of pre-service teachers was linked to the problems with the instructions that the workshops had and also due to the way the readings were presented because at first, they found all the information in the workshop and then when they had to develop the activities they had to go back to it, making them feel lost and disconnected to the activities, besides the workshops were not properly informed about the topics. The pre-service teachers did not feel motivated also because this was not a class linked to a grade itself.

Further research

These situations allowed me to think of two questions which could be part of future research studies: how do the design and implementation of a subject in materials development

included in the syllabus of a bachelor's degree in languages programs contribute to preparing pre-service teachers to become effective materials developers? And how does the design and implementation of tutorials based on SLA principles related to MD for pre-service teachers contribute to the improvement of their didactic materials?

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Appendices

Appendix A: Field Notes Form

Field notes

Date: DATE

Session: Number Of session

Research Question: How do the design and implementation of workshops focused on principles of material development enhance EFL student teachers' classroom materials?

Research Objectives:

General objective. To explore the contribution of the impact of designing and implementing workshops focused on principles of material development to enhance EFL in student teachers' classroom materials.

Specific objectives. (a) To analyze student-teachers' awareness of designing materials to support the learning process of their students; (b) to identify the most salient features and principles in the design and implementation of contextualized materials for these teachers' English classes; and (c) to assess the impact of new materials on their classes

<u>Activity</u>	<u>Field notes</u>	<u>Analysis/ comments</u>

Appendix B: Interview

I

How do the design and implementation of workshops focused on principles of material development enhance EFL student teachers' classroom materials?

1. What do you think about the material?
2. Do you think these workshops contributed to the enhancement of your skills to develop material? How?
3. Did the workshops change your perception about the use of material in the EFL class? How?
4. Did the workshops change your perception about your role as material developer?
5. What do you think about the activities included in the workshops?
6. Do you consider that the content included in the workshops was useful for you? Why?
7. How do you feel the activities related to you?
8. What would you include in these workshops?


Appendix C: Survey

UNIVERSIDAD EXTERNADO DE COLOMBIA
MAESTRÍA EN EDUCACIÓN
RESEARCH PROJECT- **SURVEY**

The following questions are intended to identify the issues and challenges when creating material for EFL classes.

<p>1. What do you think about Material in the EFL class?</p> <ul style="list-style-type: none"> a. Is necessary b. Is not necessary c. Is important d. Is not essential <p>2. Do you think textbooks in the EFL class are:</p> <ul style="list-style-type: none"> a. Very important b. Important c. Essential d. Not relevant <p>3. What kind of textbooks do you like better?</p> <ul style="list-style-type: none"> a. Core series b. Integrated-skills texts c. Grammar texts d. Skill-specific texts e. Literacy texts f. Content-based texts <p>4. Do you use a textbook as a guide for the preparation of your classes?</p> <ul style="list-style-type: none"> a. Yes b. No <p>If your answer is yes, please write which kind of text _____</p> <p>5. Do you use workshops in your EFL class?</p> <ul style="list-style-type: none"> a. Yes b. No <p>Why _____</p> <p>_____</p>	<p>6. When you use workshops in your class, you:</p> <ul style="list-style-type: none"> a. Create your own workshops b. Download some templates available online c. Ensemble different pieces of other workshops. <p>7. The workshops you use, usually:</p> <ul style="list-style-type: none"> a. Emphasizes in one skill b. Emphasizes in the four skills c. Combine two or three skills tops <p>8. Do you think that workshops must</p> <ul style="list-style-type: none"> a. Include activities for only one skill b. Combine activities to work with two or three skills c. Include activities for the four skills. <p>9. Do you think there is enough instructional material to create your own workshops?</p> <ul style="list-style-type: none"> a. Yes. b. No. <p>What do you suggest?</p> <p>_____</p> <p>—</p> <p>10. Do you think is useful to develop a workshop that emphasizes in the real context of students to work the four skills?</p> <ul style="list-style-type: none"> a. Yes b. No <p>Why _____</p> <p>_____</p>
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Appendix D: Informed Consent Form

 <p>Universidad Externado de Colombia</p>	<p>FACULTAD DE CIENCIAS DE LA EDUCACIÓN</p>	Calle 127 N° 11-77 Edif. Bogotá C. 2da. 1 Tel: (57-1) 342 8000 / 342 0208 web: 192.168.16.107 / 342 1476 Bogotá - Colombia						
Student-Teacher Name: _____								
CONSENT FORM								
Title of Project: <i>Enhancing EFL in student-teachers' classroom materials using workshops focused on principles of material development</i>								
Name of Researcher: <i>Diana Marcela Domínguez</i>								
Please initial all boxes								
1. I confirm that I understood the information given by the researcher regarding the study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	<input type="checkbox"/>							
2. I understood that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my legal rights being affected.	<input type="checkbox"/>							
3. I understood that relevant sections of my work in the practicum will be used to be included in the researcher's conclusions.	<input type="checkbox"/>							
4. I agree to be informed of my results in the study.	<input type="checkbox"/>							
5. I agree to take part in the above study.	<input type="checkbox"/>							
<table border="0" style="width: 100%;"> <tr> <td style="width: 33%; border-top: 1px solid black; padding-top: 5px;">Name of Participant</td> <td style="width: 33%; border-top: 1px solid black; padding-top: 5px;">Date</td> <td style="width: 33%; border-top: 1px solid black; padding-top: 5px;">Signature</td> </tr> <tr> <td style="border-top: 1px solid black; padding-top: 5px;">Name of Person Taking course</td> <td style="border-top: 1px solid black; padding-top: 5px;">Date</td> <td style="border-top: 1px solid black; padding-top: 5px;">Signature</td> </tr> </table>			Name of Participant	Date	Signature	Name of Person Taking course	Date	Signature
Name of Participant	Date	Signature						
Name of Person Taking course	Date	Signature						